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Designing a Task-Based Syllabus and Materials for Tyndale Level 1

Kevin Rooney

A Thesis

in

the TESL Centre

**Presented in Partial Fulfillment of the requirements
for the degree of Master of Arts at
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ABSTRACT

The purpose of this project is to provide the Tyndale St. George's Community Centre with a program it could adopt for its Level 1 adult ESL course by adapting a structural/functional set of materials and syllabus to reflect a different approach. It is by exploring and putting into practice current thinking and research in syllabus design, second language acquisition, methodology, and adult education that the author has designed a new program to address the specific needs of Tyndale adults. The four chapters of the thesis present: 1) the rationale for the project with a description of Tyndale students and their language needs, 2) the rationale for designing the new Level 1 program according to the principles of task-based language teaching, 3) a description of the pilot project which consisted of designing task-based materials and then piloting them with a Level 1 class at Tyndale, 4) the author's conclusions based on the pilot project. The three appendices present: 1) the student materials that could be used in the new Level 1 program, 2) the Teacher's Guide, 3) materials used in the pilot project and referred to in Chapter 3 but not included in the final version of the new program.

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CHAPTER 1: INTRODUCTION

1.0 Rationale

The goal of this thesis project is to show how a new Level 1 program can be designed for the Tyndale-St. George's Community Centre's ESL program by adapting a functional/structural set of materials and syllabus to a task-based one. New materials are needed because the ones currently being used do not reflect current linguistic theory or teaching approaches. The Level 1 course is designed to provide forty hours of classroom instruction over a ten-week period with a focus on ESL for survival and social interaction outside the classroom within a Canadian context.

1.1 Background

Montreal's Tyndale-St. George's Community Center (henceforth Tyndale) provides free daytime and evening ESL classes for adult newcomers to Canada. Most of the students are immigrants, and some are refugees. Classes are offered from Level 0 (Absolute Beginner) to Level 7 (Advanced English Conversation). The students range in age from their early twenties to their fifties. The classes usually range in size from ten to twenty students.

As is typical for adult classes, Level 1 classes include students who represent a range of ability. However, an initial placement test is administered and every effort is made to limit these differences. The daytime classes usually have a fairly even mixture of men and women although in the evening classes, there are often a few more men. Many of the students have attained a high

level of education. This is a reflection of Canada's current immigration policy, which places a premium upon education level and job skills. The ethnic mix of the classes tends to vary from session to session. For example, during the summer, 1997, session, Spanish-speakers were the dominant first language group. In the winter, 1997, session, students from the countries of the former Soviet Union were in the majority.

Tyndale has its own teaching materials, which were provided some years ago by Professor Gwen Newsham of the TESL Centre, Concordia University. These materials are out of date. Tyndale's ESL program director, Petronella Beran, would eventually like to adopt the *Interchange* (Richards et al., 1990a and b, 1997a and b) series for the ESL program. However, a full-scale move into *Interchange* will not be possible in the near future because of a lack of funds. The current plan is to provide each teacher with one copy of the appropriate level of the series to use as he or she sees fit. To cope with this immediate need for new materials, Tyndale's program director has asked for material development projects based on the *Interchange* series. This thesis is a response to her request.

1.2 Factors influencing syllabus design and materials development

The thesis takes into account the following factors: 1) the learning needs of Tyndale's immigrant and refugee students, 2) the principles of adult learning (andragogy) and supporting evidence from second language acquisition (SLA) research, 3) the advantages of a task-based syllabus.

1.3 Identifying the learning needs of Tyndale students

The thesis writer taught the ten-week Level 1 course at Tyndale from September 22, 1997, until November 27, 1997, in order to completely familiarize himself with the students and the overall teaching environment.

The advantage of teaching the course and working on the thesis concurrently was that as the course progressed, the writer was able to assess students' needs, experiment with different approaches, and pilot test actual materials he had designed.

In designing new materials, the writer also had to give consideration to the fact that, in the last few years, the characteristics of the clientele have changed. In the Level 1 class the writer taught, twelve of the seventeen students were university or college graduates (seven university graduates, five college graduates). This high level of education was not the norm when Tyndale developed its current ESL program, and any new materials had to reflect this current reality. The new materials must also be open to adaptation/modification if the characteristics of the clientele change again.

Research done in the area of second language education for adults was also examined before any materials were developed. Laberge (1992) found, among other things, that adult immigrant ESL students desire programs that are less rigid than the ones commonly in place and that the students want more consideration for the learner's point of view to be built into ESL programs.

1.4 The need for a new Tyndale Level 1 program

The biggest problem with the current Tyndale materials is not so much with the topics and functions themselves, as with the design of the materials.

Gillis (1997) has documented the problems with the current materials and described the revisions she had to make in order to make them more communicative and relevant to the students. She shows us, for example, in excerpts from Unit 1 of the current Level 1 materials and accompanying lesson plan that students are asked to engage in mechanical drills with no communicative goal or purpose. For example, to practise using numbers one to twenty, students are asked to complete decontextualized addition/subtraction questions (e.g. "two plus three equals _____?"). Instead, what is needed is an approach whereby the real-world uses of numbers are identified (e.g. exchanging phone numbers and addresses, telling time, dealing with money and prices) and target tasks with a communicative purpose are designed so that students are provided with opportunities to use numbers in the same way they will outside the classroom. This thesis will argue that the approach most suited for meeting these kinds of learning needs is task-based language teaching (TBLT).

1.5 The need for a task-based syllabus

In the field of general education research, Swaffar et al. (1982) found that teachers use tasks rather than methods to plan their lessons. Shavelson and Stern (1981) also found that it is the task, rather than a prescriptive ends-means model, that drives teachers' planning efforts.

These research findings regarding teachers' actual classroom practices have important implications for syllabus design. One of the most important ideas to emerge from these studies is that where one uses language is less relevant for language learning than what one uses it for, e.g. task. However, before we can claim to have fully established support for adopting a task-based

approach for the new Tyndale Level 1 program, it is necessary to discuss what is meant by "task" and what makes task-based syllabuses fundamentally different from earlier types of syllabuses.

A number of different definitions or descriptions of "task" have been proposed. However, they all contain the common view that TBLT is an approach (not a method but the centre of methodological focus) with an emphasis on developing a second language learner's pragmatic competence by organizing a course around the communicative tasks that learners engage in outside the classroom. In this thesis, TBLT will be shown to be a learner-centered approach, in-line with the principles of Brundage and MacKeracher (1980) and Knowles (1984), who argue for a learner-centered, as opposed to a teacher-centered, approach to adult curriculums.

On the subject of syllabus classification, Wilkins (1976) and White (1988) have presented proposals for categorizing different syllabus types. Wilkins proposes that all syllabuses can be categorized as belonging to one of two superordinate classes: "synthetic and analytic" (p. 1). White, on the other hand, categorizes all syllabuses as being either "Type A" (syllabuses which focus on what is to be learned) or "Type B" (syllabuses which focus on how language is to be learned) (pp. 44-45). These classifications are explained in more detail in the following chapter.

1.6 The design of the *Interchange* series

As mentioned earlier, the new Tyndale Level 1 program being developed in this thesis is based largely on the instructional materials found in *Interchange 1*. *Interchange 1*, according to its teacher's guide, is a functional/structural textbook in which units usually consist of at least two

different "cycles". The first cycle typically begins with a "Snapshot" that introduces the topic of a unit or part of a unit. The "Snapshot" may be followed by a "Word Power" section or move directly to a "Conversation" section. "Word Power" sections are vocabulary exercises which "present key words related to the topic of the unit that can be used throughout the unit" (*Interchange 1: Teacher's Guide*, p. 4). "Conversation" sections "introduce new grammar points and functions. They present the grammar in a situational context and also serve as models for speaking tasks" (p. 4). They are normally followed by a "Grammar Focus" section which "presents summaries of new grammar items followed by controlled and freer communicative practice of the grammar" (p. 4). After the "Grammar Focus", the standard procedure is to have a pair/group work activity "to provide freer and more personalized practice of the new teaching points" (p. 4). A cycle also usually includes a pronunciation exercise, a writing activity and may also contain a second listening activity.

The second cycle usually deals with a topic that is related to that of the first. It follows the same format as the first cycle except that the "Snapshot" section is normally omitted. Most units then conclude with a fluency activity that recycles much of the language of the unit, followed by a reading text related to the topics that have been covered. After every third unit there is a review unit that provides students with the opportunity to revisit and reprocess the key language structures and functions that were covered in the previous three units.

1.7 Redesigning *Interchange 1* to fit a task-based syllabus

In order to bring instructional materials in *Interchange 1* into line with the task-based design of the new Level 1 program, it was necessary to redesign certain sections, reorganize the order in which other sections are presented,

and omit some sections from the new program altogether. It was also necessary to borrow activities from other sources and to design original material in order to come up with a task-based program suitable for Tyndale students. The process of redesigning units in *Interchange 1* and the results of the piloting of the new task-based materials are described in chapter 3. The teacher's guide and materials can be found in Appendices 1 and 2.

CHAPTER 2: A REVIEW OF THE LITERATURE

2.0 Introduction

This chapter establishes the rationale for designing the new Tyndale Level 1 course according to the principles of TBLT. First, the major trends and issues in syllabus design, language teaching, and SLA research since the advent of communicative language teaching (CLT) in the 1970s are examined in order to determine the factors which have led to the evolution of, and current emphasis on, TBLT and to build the case for choosing task as the unit of organization in syllabus design. Next, the three new task-based syllabuses that appeared in the 1980s (the procedural syllabus, the process syllabus, and the task syllabus) are described, their strengths and weaknesses discussed, and an argument is made that one of the three (the task syllabus) has the most potential for promoting successful second language learning. This is followed by a discussion of Knowles' principles of andragogy and the supporting SLA research are presented. Finally, the TBLT frameworks which were used to design the new Tyndale Level 1 materials are described.

2.1 Communicative language teaching and syllabus design

2.1.1 The principles underlying communicative language teaching

CLT has been the dominant approach used in second language teaching in many parts of the world since the 1970s. Its proponents view it as "an approach (and not a method) that aims to a) make communicative competence the goal of language teaching, and b) develop procedures for the

teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards & Rogers, 1986, p. 86). There is, however, no one universally accepted model of what constitutes CLT, although Howatt (1984, p. 279) does distinguish between a "strong" and a "weak" version of the approach:

The weak version ... stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching ... The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language itself. If the former can be described as "learning to use" English, the latter entails "using" English to learn it.

Thus, for some, CLT basically means integrating grammatical and functional teaching. Littlewood (1981), for example, states that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (p. 1). For others, it means classes in which the focus is on learning language through pair and group interaction in which the students are engaged in information sharing, negotiation of meaning and problem-solving tasks. These activities can be further subdivided into "functional communication activities" and "social interaction activities". The former include such tasks as problem-solving from shared clues, comparing sets of pictures and noting similarities and differences, and following directions. The latter include conversation and discussion sessions, dialogues and role plays, simulations and improvisations (Littlewood, 1981).

What all views of CLT have in common, though, is a theory of language as communication and a view that the goal of language teaching should be to

develop communicative competence. This has led to an effort amongst teachers and researchers to investigate the properties of communicative competence and conduct research in SLA in order to determine how to best help learners meet their communicative goals.

2.1.2 The influence of CLT on syllabus design

The rise of CLT has had a profound effect on syllabus design. The assumption that communication is an integrated process rather than a linear accumulation of discrete structures and items created a dilemma for syllabus designers, whose task has traditionally been to produce ordered lists of structural items graded according to difficulty, frequency, or pedagogic convenience. But as Breen (1984) points out, the adoption of a communicative view of language learning compelled designers to prioritize the route of learning as well as the destination. This has resulted in a number of different syllabus design proposals, including notional/functional, situational, topical, and task-based as designers attempt to cope with the problem of basing syllabuses on processes rather than on products. Recently, task-based syllabuses have been receiving the most attention from the research community. In this chapter, the trends in CLT which have led to the evolution of task-based syllabuses will be examined and an attempt will be made to provide some justification for their current prominence.

2.1.3 The development of notional/functional syllabuses (NFS)

One of the first new syllabus models to be proposed for use in CLT was the notional/functional syllabus (NFS) (Wilkins, 1972, 1976). It differed from the structural syllabuses of the pre-CLT era in that it used categories of language use, rather than categories of language form, as an organizing principle.

Wilkins' initial proposal has been elaborated and re-interpreted by others, but typically language use is classified according to three semantic categories:

1) notions, either of a general, abstract type, such as time, quantity, place, or of a specific type corresponding more closely to situations or contexts, such as travel, education, and free-time (Van Ek & Alexander, 1975); 2) modality, such as necessity, possibility, or probability; and 3) communicative function, such as greetings, offering advice, requesting and apologizing. Thus, while a structural syllabus might present the modal "would" and imperatives in isolation and in widely separated units, a NFS might group them together, for example, in a unit on requests (e.g. "Would you please move your car?", "Move your car, please."), along with related lexical items, and formulaic phrases (e.g. "Would you mind ...?" "Sure. No problem.") and include appropriate intonation patterns associated with requests.

2.1.4 Strengths and weaknesses of the NFS

NFSs are the best known of the contemporary syllabus types. They are an improvement over the structural syllabus in that they can provide sociolinguistic information about language use which structural syllabuses do not, and they allow the learner to see the communicative value of the instructional materials. They also allow for a needs assessment and a

subsequent syllabus design that focuses on the specific type of discourse the learners are expected to engage in. But beyond this, they have been criticized (e.g. Widdowson, 1979) for exhibiting the same flaws which characterize structural syllabuses. They still present language as an inventory of fragmented units, functional instead of grammatical, and assume that learners will be able to synthesize the whole and put it to communicative use. In fact, analyses of notional/functional textbooks (e.g. Long, 1978) reveal that their exercises, formats, and items are often indistinguishable from those of structurally-based texts, and their dialogues still feature unrealistic speech or unauthentic discourse.

The very concept of notional/functionalism presents the syllabus designer with a host of practical design problems. Functions and notions are non-finite sets and a few structures can be used to perform many functions. A student can learn the subset of functions included in one NFS and still have major structural gaps.

Another criticism of NFSs is that their feasibility is based on intuition rather than on an empirically grounded theory of SLA. Long and Crookes (1993) point out that "studies of interlanguage development provide no more support for the idea that learners acquire a language one notion or function at a time than for the idea that they do so one word or structure at a time" (p. 17). Furthermore, there is no evidence that structures suddenly become more instantly acquirable because their communicative function has been made more salient. Overall, by the mid-1970s, the impact of CLT created a need for an acquisition-based theory of language teaching and a more communicatively-oriented theory of SLA.

2.2 The influence of SLA research on language teaching

2.2.1 The influence of Krashen's "Monitor Model" of SLA

The field of second language teaching underwent further revisions in the mid- to late 1970s as researchers attempted to develop a teaching proposal based on the "innatist" or "creative constructionist" principles of second language learning that had been identified in the wake of the Chomskyan revolution in linguistics. The creative construction theory which has had the most impact on teaching practice is Stephen Krashen's "Monitor Model" of SLA (Krashen, 1976). According to the "input hypothesis" of the model, we acquire language through exposure to "comprehensible input". The learner is said to proceed from a stage i (where i is the acquirer's level of competence or interlanguage) to a stage $i + 1$ by exploiting context and extra-linguistic information in language provided beyond that level. Furthermore, according to his "affective filter hypothesis", affective factors can either promote, impede, or block acquisition. For Krashen, if the conditions specified in these two hypotheses are met, acquisition will occur. Language production, itself, does not lead to acquisition in this comprehension-based model.

During the late 1970s and early 1980s, Krashen further developed his ideas, and, in 1983, he and Tracy Terrell published their joint statement of principles and practices in *The Natural approach* (NA). They described the NA as being "similar to other communicative approaches being developed today" (Krashen & Terrell, 1983, p. 17) and provided a specific plan for designing a "communicative syllabus". Their design recommendations would result in a syllabus consisting of situations, and topics and functions which derive from them, in no set order of presentation. Thus their design approach would seem

to derive from the NFS. There is no role for grammar as an organizing principle and students are not expected to acquire a pre-determined set of structures. Krashen and Terrell do expect, however, that students will acquire grammatical structures through exposure to comprehensible input. They also believe that the direct correction of speech errors has no lasting effect on second language learners. Therefore they advocate that teachers should not overtly correct students' errors. Instead, they should accept incorrect utterances from students as long as the meaning is clear. When students produce utterances which are incomprehensible, teachers should ask questions in order to extract the meaning.

Krashen's and Terrell's ideas have been widely influential. Most of the SLA research carried out during the 1980s "was driven by the "input hypothesis" (Nunan, 1991, p. 289). Also, largely due to the Monitor Model in general, the status of grammar in the curriculum was rather uncertain for some time, although, as we shall see, the pendulum seems to have swung back in favour of activities which require learners to focus on form.

2.2.2 Swain's "output hypothesis" and the case against Krashen

One of the best ways to assess the validity of Krashen's ideas is to review the considerable body of research on Canadian French immersion programs. Krashen has described these programs as communicative language teaching "par excellence" (Krashen, 1982) because the students learn French as a second language through subject-matter instruction (as opposed to language instruction) in an environment rich in comprehensible input. Reviewing this research, Lightbown and Spada (1995, p. 90) felt that "In many ways, Krashen

could not have asked for a better laboratory to test his theory", but that the research also showed that while students "develop fluency, functional abilities, and confidence in using their second language", they fail to develop high levels of grammatical accuracy and sociolinguistic competency in their speech.

Harley and Swain (1984) have demonstrated the functionally restricted nature of the interlanguage of early immersion students in grades 1, 4, 6, and 10. For instance, even after years of massive amounts of comprehensible input, grade 10 students produced the conditional tense only fifty per cent of the time in obligatory contexts. Overall, the results suggested that "meaningful input which is comprehensible to the learner, while clearly necessary, is not in itself sufficient to promote productive use of a marked formal aspect of an L2 in a classroom setting, even in the context of an immersion program" (p. 30). Merely providing students with comprehensible input is problematic because in classrooms where correction of form is usually omitted to preserve communicative flow, teachers give conflicting grammatical messages. For instance, by accepting present tense answers to past tense questions, teachers imply tense interchangeability (Swain, 1988).

In general, the evidence suggests that redundant grammatical and semantic functions, such as concord, can very often be ignored without seriously distorting a message and that "we can understand discourse without precise syntactic and morphological knowledge, but we cannot produce it accurately without precise syntactic and morphological knowledge" (Swain, 1988, p. 73). This led to Swain's *output hypothesis*, which proposes that "through producing language, either written or spoken, language acquisition may occur" (Swain, 1985, p. 73). According to Swain, immersion students do not demonstrate native-speaker productive competence, not because their

comprehensible input is limited, but because their comprehensible output is limited. This directly contradicts Krashen's suggestion that "the only role of output is that of generating comprehensible input" (Krashen, cited in Swain, 1985, p. 247). Swain is careful, however, to point out that speaking just to speak is not enough. Learners need opportunities to engage in extended discourse which will push their linguistic abilities as they attempt to express their ideas, as well as cause them to reflect on their output and consider ways of modifying it. In particular, she calls for group activities where the discussion focuses on the target language itself, and where students reflect together on their own output and how it might be improved.

There is also a large body of evidence, using both immersion and non-immersion contexts, employing either child or adult subjects, which supports Swain's assertions. Classroom experiments (e.g. Tomasello & Heron, 1988, 1989) have shown how production followed by feedback can facilitate students' awareness of correct and incorrect rule use. Findings from other classroom-oriented studies suggest that production can stimulate learners to engage in an analysis of form needed to enhance message meaning (Gass & Varonis, 1994, Pica et al., 1989, Pica, 1994) or to move from comprehension-based semantic processing to the grammatical processing needed for accurate production (Swain & Lapkin, 1995, 1998). Still other researchers concluded that learners may be able to compare their own production with L2 input, and "notice the gap" between them (Schmidt & Frota, 1986). Furthermore, noticing the gap may lead pairs or groups to search for a solution and provide each other with feedback which raises their awareness of forms, rules, and the relationship to the meaning they are trying to express (Kowal & Swain, 1994). In fact, it has been suggested that a number of different kinds of peer activities may allow learners to access input, receive feedback, and modify their production (Doughty & Pica,

1986; Ellis, 1985; Gass & Varonis, 1985, 1986; Long & Porter, 1985; Pica & Doughty, 1985, 1986, Pica et al., 1996; Porter, 1986).

There is also evidence, particularly from research studies which have compared naturalistic L2 learners to instructed L2 learners, that form-focused instruction can be beneficial. In review of these studies, Long (1988) suggests that formal instruction 1) does not alter the order of developmental sequences which learners pass through; 2) can possibly promote the use of certain learning strategies, as indicated by comparisons of error types in instructed versus naturalistic learners; 3) can increase the rate of learning and speed up movement through development stages; although it may lead to a higher level of ultimate L2 attainment. Furthermore, the advantages instructed learners enjoy cannot be traced to those learners having received more or better comprehensible input. As we have seen, comprehensible input, in and of itself, appears to be insufficient for developing high levels of grammatical accuracy.

Long and Crookes (1993, pp. 37-38) provide five empirically supported examples of how form-focused instruction may contribute to SLA:

Instruction in marked or more marked L2 forms may transfer to implied unmarked or less marked items (Doughty, 1991; Eckman, Bell & Nelson, 1988; Zobl, 1985). Giving increased salience to non-salient or semantically opaque grammatical features may decrease the time needed for learners to notice them in the input (Schmidt, 1990; Schmidt & Frota, 1986). Increased planning may promote use of more complex language and, possibly, of developmentally more advanced interlingual forms (Crookes, 1989). Instruction targeted at an appropriate level may speed up passage through a developmental sequence and extend the scope of application of a new rule (Pienemann & Johnston, 1987). Overt feedback on error targeted at an appropriate level and incomprehensible input (two kinds of negative evidence) may help destabilize an incorrect rule and may even be crucial for this to happen, as in cases where the L2 is more restrictive in a given linguistic domain (White, 1989).

In general, these examples and Long's (1988) conclusions support calls

for the systematic provision of tasks and activities which draw students' attention to formal aspects of the L2 within a communicatively-oriented program. After reviewing the relevant SLA literature, Lightbown & Spada (1995, p. 105), have reached the same conclusion. They state:

classroom data from a number of studies offer support for the view that form-focused instruction and corrective feedback provided within the context of a communicative program are more effective in promoting second language learning than programs which are limited to an exclusive emphasis on accuracy on the one hand or an exclusive emphasis on fluency on the other. Thus, we would argue that second language teachers can (and should) provide guided, form-focused instruction and correction in specific circumstances.

It is important to emphasize that SLA research on the effects of instruction does not support the return to some kind of structural syllabus or a method such as Audiolingualism or the Silent Way which relies on discrete-point presentation of grammatical units.

2.2.3 Implications for syllabus design

The evidence supporting Swain's *output hypothesis* and the benefits of corrective feedback and form-focused instruction still leave open the question of how best to design a course syllabus. As we have seen, NFSs have flaws. Syllabuses based on topics and situations, which Krashen and Terrell recommend, are problematic, as well. Topics and situations are virtually impossible to grade, and predicting which notions and functions, lexical items, and grammatical structures will occur is difficult. For example, as thirty minutes of surreptitiously recorded conversations at a ticket window of a small rural train station revealed (Long & Crookes, 1993), even in this narrow situation,

conversations involved more than trains and tickets, and when tickets were referred to, terms like 'one-way', 'bargain', 'tripper', and 'senior', were used instead of the less informative 'ticket'. In general, most real-life situations are too ill-defined and provide too many options to be used in identifying learner needs and designing materials or evaluation procedures. Where language is used, it turns out, is less important for language learning than the purpose (i.e. task) for which it is being used, e.g. task. While not without problems itself, task comes closer to providing a basis for all these aspects of course design.

2.3 Task and Task-based syllabuses

2.3.1 The case for the task

Since the advent of CLT and the belief that language is best taught when it is being used to transmit messages, the communicative task has grown into an important component within syllabus design, implementation, and evaluation. The main characteristics of task-based language teaching (TBLT) are that syllabus content and instructional techniques are based on the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also on theoretical and empirical insights into the social and psychological processes which aid language acquisition. To date, however, there is no one accepted definition of task. Long (1985) suggests that a task is basically the things people do in everyday life. A more precise pedagogic definition is provided by Breen (1987a, p. 23) who defines a task as:

any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a

range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning - from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.

What all definitions have in common, however, is the notion of the task being the central component of a language course, the view of TBLT as being an overall approach (not a method but the center of methodological focus), and an emphasis on developing a learner's pragmatic competence by organizing a course around the communicative tasks that learners need to engage in outside the classroom.

Using the task as the unit of organization in syllabus design is also advantageous because the concept of task seems to have particular salience for teachers. In their large study of teachers' actual classroom practices, Swaffer et al. (1982) found that teachers use tasks rather than methods to plan their lessons. They concluded that the methodological labels given to pedagogical procedures are normally not informative because they refer to a pool of standard, universally used, classroom practices. Different methodological practices are characterized and distinguished not on the basis of what classroom activities are used, but by when and how the activities are used and which ones receive priority.

In general education research, Shavelson and Stern (1981, p. 477) come to the conclusion that the majority of teachers are trained to plan instruction by following a four-step model: 1) identify objectives, 2) specify students' "entry behaviour", 3) sequence activities so as to move students from entry behaviours to objectives, and, 4) evaluate the outcomes of instruction in order to improve future planning. However, while this prescriptive model of planning has long been a staple of teacher education curriculums, it is not consistently used when teachers begin teaching. According to Shavelson and

Stern, teachers deviate from the instructional model in order to cope with behavioural problems and the necessity of providing a constant flow of activities or tasks which are suitable for a particular group of students. Therefore, it is the task rather than the prescriptive ends-means model that drives teachers' planning efforts. These findings are reflected in the recent trend in both language teaching and general education of moving away from a bottom-up approach in which the teacher is viewed as an implementer of a designer's syllabus and method, and towards a top-down approach in which the teacher is viewed as an active creator of his or her own classroom materials and tasks.

There has also been a move away from the "method" concept which until recently dominated L2 teaching. The 1960s, 70s, and even 80s, for example, saw the development of designer methods such as Suggestopedia (Lozanov, 1979), and The Natural Approach (Krashen & Terrell, 1983). However, as syllabus designers realized the potential of the task as a foundation for instructional planning, they become more concerned with identifying the principles of effective teaching from within the classroom itself. This has led to the current interest in classroom-centered research (Allwright & Bailey, 1991; Chaudron, 1988; Van Lier, 1988).

Another trend to emerge from the move towards using tasks as the foundation for instructional planning, and the perceived failure of teacher-centered approaches to help learners become both grammatically accurate and communicatively fluent, has been the adoption of learner-centered approaches to curriculum development. Nunan (1989, p. 144) defined "learner-centered approaches as those ... characterized by the involvement of the learner, and the utilization of information about the learner in all aspects of the curriculum process" and Brundage and MacKeracher (1980) and Knowles (1970) proposed a learner-centered approach to adult learning on the grounds that

adults attach importance to their own past experiences as a resource for further learning, and that they learn best when they have a personal investment in the programme and when the content is personally relevant. Thus, in general, TBLT allows teachers and designers to think more systematically about what teachers and learners actually do.

Another strength of TBLT is that its underlying concepts are supported by a solid body of empirical evidence. As Nunan (1991, p. 285) notes, "this distinguishes it from most methods approaches to pedagogy which are relatively data free". For example, Long (1981) found that two-way information gap tasks (in which all group members had exclusive knowledge of some information the others needed to complete the task) produced significantly more modified interactions than one-way tasks. Similarly, Doughty and Pica (1986) found that required information exchange tasks generate more interactional modifications than optional information exchange tasks. What is significant about these studies is that they can be related to Swain's *output hypothesis* in that they provide learners with opportunities to push their emerging production ability as they express their ideas. Thus these tasks provide learners with comprehensible input which, according to Krashen's input hypothesis, is necessary for SLA, but they also acknowledge empirical evidence that suggests that comprehensible input in itself is not sufficient to develop high levels of communicative competence.

Research also shows that different task types can be used to generate different types of language and discourse patterns. Berwick (1988) investigated the different types of language stimulated by transactional and interpersonal tasks and found that tasks with different functional aims generated different morphosyntactic realizations. Nunan (1991) investigated the different interactional patterns generated by open and closed tasks. Closed tasks are

ones that are highly structured and have very precise instructions and very specific goals. There is only one possible task outcome and one way of achieving it. The following is an example of instructions for a closed task, *Work with a partner. Find five differences between these two pictures and write them down in point form. Time limit: three minutes.* Open tasks are ones that are loosely structured, with a less specific goal, for example, comparing favourite types of entertainment. Nunan found that closed and open tasks stimulated quite different interactional patterns and that some task types might be more suitable than others, depending on the learner's level.

Duff (1986) investigated the effect of two types of pedagogic tasks, problem-solving (i.e. closed) tasks and debates (i.e. open tasks), on the input and interaction of adult learners working in pairs. She found that problem-solving tasks produced more turn-taking, more communication units, and more questions while debates generated longer turns and more extended and syntactically complex discourse. She also found that problem-solving tasks generated significantly more of "the kind of interaction associated up until now with the production of comprehensible input and, theoretically, the possibility for acquisition of new structures" (p. 172). The important message here is that syllabus designers and teachers should select a variety of tasks in order to achieve curriculum goals.

Another advantage of TBLT is that it takes into consideration research findings which show that several of our previously held assumptions about learner roles have turned out to be incorrect. For example, Bruton and Samuda (1980) found that learners are capable of providing each other with corrective feedback. Additionally, Porter (1986) discovered that learners produce more talk with other learners than with native speakers, and that learners do not appear to learn each other's errors. Gass and Varonis (1985) found that more

negotiation of meaning occurs when groups are composed of learners at different proficiency levels and from different language backgrounds. Yule (1990) and Yule and MacDonald (1990) investigated the effect of proficiency level on pair work problem-solving tasks. They found that when working towards solutions to tasks, more negotiation occurs when lower level learners are placed in the role of information senders than when higher proficiency learners are placed in that role.

Finally, research into learner environment and learner configuration (teacher-centered, group, pair, or individual) reveals advantages for TBLT. Long, Adams, McClean & Castanos (1976) found that learners produced a greater quantity and variety of speech in small group tasks than in teacher-centered tasks. Montgomery and Eisenstein (1985) found that providing community-based experiences (e.g. instruction organized around a series of weekly excursions in which the venues were selected on the basis of learner interest and need) in conjunction with classroom tasks resulted in significant improvement in accent, vocabulary, grammar and comprehension.

2.3.2 Defining task-based syllabuses

In the 1980s, as both the merits of TBLT and the problems with existing syllabus designs became apparent, three new task-based syllabuses appeared: a) the procedural syllabus, b) the process syllabus, and c) the task syllabus. These syllabuses are distinguished from most earlier syllabus types in that their rationale is at least partly derived from the findings of research into human learning in general and/or second language learning in particular, rather than primarily from an analysis of language or language use. In addition, while all three are different from one another in important ways, they each use

some conception of task, rather than linguistic elements, as their unit of organization.

In order to more fully explain what makes task-based syllabuses fundamentally different from earlier types, it is useful to begin by referring to Wilkins' (1974, 1976) proposal that all syllabuses can be categorized as belonging to one of two "superordinate classes: synthetic and analytic" although it may be more accurate to view syllabus design as a continuum with the analytic and synthetic distinctions representing the end points. In synthetic syllabuses, "different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up" (Wilkins, 1976, p. 2). Thus structural and NFSs are synthetic, and, although it is possible for them to be otherwise, so usually are situational and topical syllabuses. Analyses of their teaching materials (Long & Crookes, 1993) shows them to be vehicles for structural syllabuses.

Analytic syllabuses, according to Long's and Crookes' (1992, p. 29) updated version of Wilkins' definition:

are those which present the target language whole chunks at a time, without linguistic interference or control. They rely on
a) the learners assumed ability to perceive regularities in the input and to induce rules (or to form new neural networks underlying what looks like rule-governed behaviour), and/or
b) the continued availability to learners of innate knowledge of linguistic universals and the ways language can vary, knowledge which can be reactivated by exposure to natural samples of the L2.

Related to this is White's (1988) characterization of Type A and Type B syllabuses. Type A syllabuses focus on "what is to be learnt" (the L2). They are "interventionalist", "external to the learner", "other-directed", "determined by authority", "set the teacher as decision-maker", and define objectives in

advance without any prior knowledge of who the learners may be or how languages are learned (p. 44). Type B syllabuses, on the other hand, focus on how language is to be learned. They are "internal to the learner", "negotiated between learners and teacher as joint decision makers", emphasize the process of learning rather than the content, assess success "in relationship to learners' criteria for success" (pp. 44-45).

As we shall see, all three task-based syllabus types are analytic and primarily Type B in nature. Procedural and task syllabuses do, however, have one Type A characteristic: the target tasks, which students must accomplish outside the classroom, are determined (using different procedures) in advance by the syllabus designer. Provisions are made, however, to allow the actual tasks carried out in the classroom, the "pedagogic tasks", to be negotiated by the teacher and the learners. Process syllabuses, on the other hand, are pure Type B; they advocate negotiation of language and task and, at least in theory, allow tasks to be chosen without constraint.

2.3.3 Early proposals

It should be noted that analytic Type B syllabuses are not a new concept. There were early proposals dating back to the 1960s (Newmarket, 1964, 1966; Reibel, 1969) although proposals such as these received little institutional or commercial support and failed to catch on (Long & Crookes, 1993). It should also be mentioned that situations and topics could in principle serve as units of analysis in designing analytic syllabuses. This, however, has not happened. In view of SLA research, most designers have, so far, chosen task as their unit of analysis. But since, as we have seen, there is no standard definition of task, what have emerged are three very different kinds of task-based syllabuses.

2.3.4 Procedural syllabuses

The procedural syllabus is associated with the work of Prabhu, Ramani, and others on the Bangalore/Madras Communicational Teaching Project during the early 1980s (Prabhu, 1980, 1984, 1987). A glimpse into Prabhu's philosophy in regard to CLT and syllabus design can be seen in the following statement:

Communicative teaching in most western thinking has been training for communication, which I claim involves one in some way or other in preselection; it is a kind of matching of notion and form. Whereas the Bangalore Project is teaching through communication; and therefore the very notion of communication is different (Prabhu, 1980, p. 164).

Prabhu disagrees with several aspects of Krashen's Monitor Theory, including the idea that comprehensible input is sufficient for acquisition to occur. However, he agrees with Krashen that learners need a preproduction stage to develop their comprehension abilities before they are required to respond in the target language, that learners do not acquire a structure by moving from zero to mastery in one step, but by passing through often lengthy stages of non-target-like use, and that language form is acquired subconsciously "through the operation of some internal system of abstract rules and principles" (Prabhu, 1987, p. 70) when the learner is concentrating on meaning (e.g. task completion) and not language. Thus Prabhu's view of the learning process reveals the analytic nature of the procedural syllabus. There is no preselection of language items for lessons or activities and no stage where students engage in the controlled practice of specific language items. Instead, each lesson is based on a problem or task. There is, therefore, no actual syllabus as such in

terms of vocabulary or grammatical structures, and any attempt, explicit or not, to guide the learning process more directly is rejected as being unprofitable and probably harmful.

The definition of task which Prabhu established for the Bangalore Project was pedagogical and process oriented:

An activity which required learners to arrive at an outcome from given information through some process of thought, which allowed teachers to control and regulate that process, was regarded as a "task" (Prabhu, 1987, p. 24)

When implemented in the classroom, the tasks were typically divided into two stages. During the first stage, or "pre-task", the teacher would present or demonstrate the task, perhaps with the aid of one or two student helpers, to the entire class, assess the suitability of the task's level of difficulty (and make any modifications, if necessary) and, perhaps most importantly, "let the language relevant to it come into play" (Prabhu, 1984, p. 276). The second stage is the actual doing of the task by the students. Upon completion, the teacher provides feedback.

Prabhu also described what characteristics he believed tasks must possess in order to promote learning. Learners should perceive a task as presenting a "reasonable challenge". "A rough measure of a reasonable challenge ... is that at least half the class should be successful with at least half the task" (Prabhu, 1984, p. 277). This is necessary so that students will feel compelled to complete the task and not lose interest.

Another important characteristic he believed tasks must possess is that they should focus students' attention on meaning, thus engaging them in dealing with the linguistic demands contained therein. With these qualities in mind, the Bangalore Project emphasized the use of opinion gap, and later,

information gap and especially reasoning gap activities (Prabhu, 1987, pp. 46-53). Opinion gap activities involve "identifying and articulating a personal preference, feeling or attitude in response to a given situation" (p. 47). For example, discussing a social issue and using factual information to develop arguments to justify one's opinion. Information gap activities involve "a transfer of given information from one person to another" (p. 46), for example a pair work picture-completion activity in which each partner has an incomplete picture and must try to verbally convey the missing information to their partner. Reasoning gap activities involve "deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns" (p. 46), for example deciding which course of action is best (e.g. quickest, cheapest) for a given purpose and within given constraints.

Prabhu also provides a list of tasks which the students participated in. A few examples are: "Tabular information" (e.g. "interpreting information presented in tables"); "Distances", (e.g. "comparing distances and deciding on desirable routes of travel in given situations"); "Stories and dialogues" (e.g. "listening to stories, answering comprehension questions or completing them with original solutions").

These examples suggest, as Long and Crookes (1993, p. 30) point out, that "Bangalore tasks were mostly of the kind familiar in many variants of so-called communicative language teaching (CLT)". CLT sometimes employs problem-solving "communication activities" in the practice stage of a lesson, but it is not task-based in the analytic sense because isolated fragments of language (e.g. notions and functions) are still taught separately. Thus the activities in the Bangalore Project were pre-set pedagogic tasks and were not derived from target tasks arrived at via a learner needs analysis. What was

radical about the Bangalore Project in comparison to CLT, then, was not the actual tasks, but the pedagogic emphasis on task completion instead of the language being used. Also innovative (although very closely related to Krashen and Terrell's (1983) "The Natural Approach") was the Project's approach to providing input and beliefs regarding error correction. With regard to input, teacher speech is to be spontaneous and "roughly-tuned" to the learner's level of listening proficiency and not pre-selected or structurally graded. When ungrammatical utterances are produced, they are to be accepted for their content although the teacher may recast the utterance using correct grammar (what Prabhu, 1987, p. 61, calls "incidental" correction).

Other features of the Bangalore Project were quite traditional, however, thus providing fuel for its critics. The classes were teacher-oriented with a heavy emphasis on receptive learning; learner-learner communication in general, and group work in particular, were discouraged out of a concern that students would learn each other's errors. In view of the research (e.g. Long and Porter, 1985; Pica, 1987) showing the benefits of pair and group work and their overall lack of negative effect on the development of students' interlanguage, this concern now seems to be unwarranted.

Long and Crookes (1993) point out that there are conceptual problems with procedural syllabuses as advocated by Prabhu that are ultimately more serious than shortcomings involving implementation. First, the absence of a needs analysis (task-based or otherwise) means that there is no justification for the content of the syllabus, and therefore no way to verify the appropriateness of the tasks for a given group of learners. Second, it appears that the grading and sequencing of tasks is arbitrary and "left partly to real-time impressionistic judgments by the classroom teacher" (p. 32). Also, the fifty percent of the task by "half the class" (or any such criteria for assessing difficulty) is unsatisfactory

because it leads to norm-referenced evaluations, and tells us nothing about what makes one task more difficult than another, thus making it difficult to create new materials that can be used with other groups of learners.

If tasks are included in a syllabus because they are deemed necessary for the students, this creates a need for criterion-referenced evaluation. Moreover, any task deemed necessary for inclusion in a syllabus would presumably be necessary for all the students. What constitutes an acceptable rate of successful task completion may vary, but a rate of fifty percent is surely too low. Third, there is evidence, as we have seen, that to develop grammatical competence, students require a) form-focused instruction (excluded from Prabhu's approach), b) negative evidence resulting from incomprehensible input and communication breakdowns (Bley-Vroman, 1986; White, 1987); c) opportunities to notice input-output mismatches (Schmidt, 1990, 1993).

2.3.5 Process syllabuses

A second task-based approach to syllabus design is the process syllabus (Breen & Candlin, 1980; Breen, 1984, 1987a,b; Candlin, 1984, 1987; Candlin & Murphy, 1987). This approach was derived from and influenced by mainstream educational research and curriculum design proposals for other subject areas (e.g. Stenhouse, 1975). Its proponents view learning as a social and problem-solving process strongly influenced by individual learning styles and preferences, and not as the transmission of preselected knowledge. This can be seen in Candlin's definition of task as:

one of a set of differentiated, sequencible, problem-posing activities involving learner and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu (Candlin, 1987, p. 10).

Unlike that of traditional syllabus designers, Breen and Candlin's focus was not on language or even language learning processes and preferences. They argue that owing to the different characteristics of individual learners and teachers and classroom dynamics, all syllabuses, preset or not, will undergo a process of reinterpretation and negotiation by the learners and teachers when they are implemented in the classroom. In fact, Candlin argues that it is not possible to determine what a syllabus consists of until the course is finished. Only then can what actually happened be discerned from what was planned. Since all learning is the result of negotiation, "a process syllabus addresses the overall question: Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)?" (Breen, 1984, p. 56).

Breen argues that rather than specifying a list of items which are to become available for communication, a syllabus should aim to foster a student's capacity for communication. It should emphasize knowing how to participate in target language communication by focusing on the underlying skills and abilities needed to apply, reinterpret, and adapt a knowledge of rules and conventions during communication. Knowing "what" and "how" are considered to be interdependent, but it is the ability to share meanings that refines a student's knowledge of the system through which meaning is conveyed.

Breen does, however, make allowances for a content syllabus to be incorporated into a process syllabus as a way of checking on what students are supposed to know. But it is clear that in his model, procedural knowledge and process are to be given priority over declarative knowledge and product:

conventional syllabus design has oriented toward language as primary subject matter ... An alternative orientation would be towards the subject matter of learning a language. This alternative provides a change of focus from content for

learning towards the process of learning in the classroom situation (Breen, 1984, p. 52).

The process syllabus, at its most fundamental, is, according to Long and Crookes (1993, p. 34) "a plan for incorporating the negotiation process, and thereby learning process, into syllabus design." Breen's (1984, p. 57) model consists of four levels and allows the users to select from amongst various options provided at each level. The overall course design consists of providing materials and resources for 1) "decisions for classroom language learning" ("who does what with whom, how, and why"), 2) "alternative procedures" ("to provide a working contract between teacher and learners"), 3) alternative activities (group work, teacher-fronted, instruction "to be selected on the appropriateness of decisions at level 1"), 4) "alternative tasks" ("to be selected and undertaken within activities"). Finally, the model allows for "ongoing evaluation of chosen activities, tasks, and procedures concerning the appropriateness and effectiveness in relation to initial decisions made".

The process syllabus has been criticized for a number of reasons, including the claims that it lacks a proper evaluation procedure and is too radical a departure from the traditional teacher-student role relationship to be culturally acceptable in some countries. More problematic, however, according to Long and Crookes (1993), is that it suffers from some of the same inherent problems as procedural syllabuses.

First of all, like procedural syllabuses, process syllabuses utilize pedagogic tasks which are not related to a prior needs analysis. Thus again, this creates the problem of assessing the suitability of the tasks for the learners involved. While it must be acknowledged that designing a syllabus that does not include a prespecification of content is exactly what Breen and Candlin aim for, Long and Crookes (1993, p. 36) argue that the resulting arbitrary selection

of tasks is "due to the lack of needs identification, not to prespecification per se". Using preidentification target tasks to preselect pedagogic tasks will, of course, place limits on the range of tasks students can choose from, but it will not restrict learner choices in other areas, such as methodology, or restrict options available at other levels of Breen's model. Besides, the entire concept of needs identification is based on the assumption that a properly conducted analysis places the course designers in a better position to identify learner needs than the learners themselves, an assumption, as Long and Crookes (1993, p. 36) note, "which is routinely accepted in the provision of all other professional services we can think of".

Second, while the problems of grading and sequencing tasks has been discussed (Candlin, 1987), its proponents have yet to propose any solution to this problem for all task-based syllabuses and for the SLA field in general.

Third, again, as with procedural syllabuses, there are no allowances made for the provision of form-focused instruction. Fourth, since the process syllabus was largely inspired by the findings of general education research, it cannot be clearly associated with any theory or research in SLA. This makes it difficult to evaluate whether or not it is a valid scheme for organizing second language learning materials, especially in light of research which indicates that language acquisition and competence have unique characteristics.

2.3.6 Task-based language teaching (TBLT)

A third task-based approach to syllabus design is TBLT (Long 1985, 1989; Crookes 1986; Crookes & Long, 1987; Long & Crookes, 1987, 1992). Its conceptual underpinning and design principles are derived from our current knowledge of the processes involved in second language learning (e.g. Hatch,

1983; Ellis, 1985; Larsen-Freeman & Long, 1991), the findings of SLA classroom research, particularly those dealing with the effects of instruction on SLA (e.g. Chaudron, 1988), and on the principles of course design which emerged from the teaching of languages for specific purposes (e.g. Mackay & Mountford, 1978; Selinker, Tarone & Hanzeli, 1981; Swales, 1985, 1990; Tickoo, 1988; Widdowson, 1979).

With these factors as their primary influence, Long and Crookes (1993, p. 39) use task as their unit of analysis in an attempt to fashion an "integrated, internally coherent approach to all six phases of program design, one which is compatible with current SLA theory". In view of this, their approach does not suggest that learners acquire a new language one task at a time. Instead, their design is based on the suggestion that pedagogic tasks can be used to present suitable "target language samples" and provide "comprehension and production opportunities of negotiable difficulty". This, it is expected, will lead learners to perceive new form-function relationships in the target language. As these new forms and functions are encountered and used, they undergo elaborate mental processing, become part of long-term memory, and develop and reshape the learners emerging linguistic competence.

An analysis of the task types advocated by Long and Crookes (1993) reveals a mixture of those which require language use (e.g. asking directions), those which do not (e.g. cooking vegetables), and those in which language use is optional (e.g. buying a newspaper). But what all their tasks have in common is a "focus on something that is done, not something that is said" (p. 39). This is reflected in their respective definitions of task. Long (1985, p. 89) defines tasks from a non-technical perspective:

a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence,

... dressing a child, filling out a form, buying a pair of shoes ... In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you to do if you ask them and they are not applied linguists.

Similarly, Crookes (1986, p. 1) defines it as:

a piece of work or an activity usually with a specified objective, undertaken as part of an educational course or at work.

Task-based syllabuses, which are designed according to these definitions of task require an initial needs identification stage designed to determine the real-world target tasks in which the learners are expected to engage (e.g. buying a bus ticket, renting an apartment, taking lecture notes), rather than notions, functions, topics, or situations. There are currently a number of examples of needs identification instruments of this type. Bell (1981) provides a needs identification instrument used for cafeteria assistants, as well as describing how the results can be used for diagnostic and syllabus design purposes. Walther (1987) provides a needs identification of the task types relevant for bank employees in Montreal. In addition, there are countless examples of task-based needs analyses from the business world and in the public sector (e.g. in the *Dictionary of Occupational Titles*, U.S. Department of Labor, 1977).

In the 1970s and 80s, ESP specialists developed a great deal of expertise in devising needs analyses procedures (e.g. Mackay, 1978; Selinker, 1979). This pool of knowledge can still be drawn upon even though many early ESP program designers were still using a notional/functional framework. Increasingly, however, as the limitations of using a purely linguistic focus have become more apparent, ESP program designers have called for more

emphasis on "process". Robinson (1987, p. 37), for example, argues that "we need to see students in action - what are they actually doing?".

A task-based needs analysis is used by program designers to identify the target tasks which will be included in the syllabus. It is important to note, however, that learners do not usually perform the actual target tasks, themselves, especially when they are beginners. At such a low level, the tasks would often be too difficult, logistically impossible to set up in a classroom, and irrelevant for some learners in heterogeneous classes where future needs may vary a great deal. Instead, designers first classify target tasks into task types, e.g. in a course for flight attendants, serving breakfast, lunch or snacks might be classified as "serving food and beverages". The various task types are then divided into "pedagogic tasks" and sequenced to form a task-based syllabus. The pedagogic tasks, then, are what the teachers and students actually work on in the classroom.

As the students advance through the syllabus and improve their linguistic ability, the pedagogic tasks will become "increasingly accurate approximations" (according to criteria such as communicative success, semantic accuracy, pragmatic appropriacy, and even grammatical correctness" (Long & Crookes, 1993, p. 40) to their related target tasks. Using "increasingly accurate approximations" usually means providing students with pedagogic tasks which gradually increase in complexity. Task complexity, however, will not result from traditional means of grading the difficulty of the linguistic structures involved, but from manipulating features of the tasks themselves. Among the potential grading and sequencing criteria that Long and Crookes have proposed are the number of steps involved in a task, the number of solutions to a problem, the number of students involved and the various aspects that make up the intellectual challenge posed by a task.

The grading and sequencing of tasks also depends on the various options which are built into the overall design. It is in this area that the materials writer-teacher-student negotiation of learning process advocated by Breen and Candlin and the findings of SLA research can be included in TBLT. Among the issues that have been investigated are the effects on comprehension of interactionally modified spoken and written discourse (Parker & Chaudron, 1987), the effects of teacher question type on student production (e.g. Brock, 1986; Tollefson, 1988), the quality and quantity of language use in whole-class versus small group formats (Doughty & Pica, 1986; Bygate, 1988), and the relationships between different task types (one-way, and two-way, planned and unplanned, open and closed), negotiational interactions and interlanguage development (e.g. Berwick, 1988; Crookes & Rulon, 1988; Pica, 1987a, Pica, Holliday, Lewis & Morganthaler, 1989; Varonis & Gass, 1985).

As with procedural and process syllabuses, task syllabuses also have some problems. First of all, the psycholinguistic research supporting TBLT is rather limited, and some of the classroom studies upon which it is based are open to criticism and alternative interpretations due to their small scale and the nature of the experimental designs on which they were based.

Second, assessing task difficulty and deciding on a sequencing order is problematic. There is, so far, little empirical evidence supporting any of the current proposals for identifying task difficulty. "Indeed, identification of valid, user-friendly sequencing criteria is one of the oldest unsolved problems in language teaching of all kinds" (Long & Crookes, 1993, p. 42).

Third, as with notions and functions, there is the problem of "finiteness". How do we decide how many tasks or task types there are? Furthermore, tasks, like topics and situations, are open to criticism for their vagueness and their tendency to overlap. For example, a task such as shopping could easily be

broken down into others, e.g. catching a bus, choosing merchandise, paying for their selection, and some of these tasks can be broken down even further, e.g. paying for merchandise can be divided into counting money and checking the change (Long & Crookes, 1993). This creates a problem, then, of identifying where one task begins and another ends, how many subtasks are needed, and what the relationships are between them.

Fourth, advocates of TBLT who defend the pre-planned, guided nature of the syllabus in terms of its efficiency and relevance to learners' needs are criticized by those who point to the reduction in learner autonomy that this produces.

Fifth, while various features of TBLT have been subjected to experimental investigation, there is as yet no documented evaluation of a complete, task-based program. There are also relatively few commercially published materials of this type (Long & Crookes, 1993).

2.3.7 Conclusion of the review of the literature on syllabus design

Overall, the task syllabus appears to have more potential than the procedural syllabus or process syllabus because it allows course content to be matched to identified student needs and because it allows decisions regarding materials design and methodology to be closely aligned with research findings on classroom-centered language learning. It also allows task-based criterion-referenced testing to be the predominant method for evaluating student learning. Thus, instead of focusing on whether or not students can successfully complete a test using isolated grammatical units, the focus can now be on evaluating the students' ability to perform a task according to a certain criterion. Moreover, the research into criterion-referenced testing since the late 1970s

(e.g. Brown, 1993) indicates that it has great potential for language testing in general and TBLT in particular.

2.4 The principles of andragogy

Research and analysis of experience has demonstrated "that assumptions about children as learners may not be valid for adults as learners" (Shoemaker & Shoemaker, 1991, p. 1). Knowles (1970) has identified four criteria which impact on the learning process of adults and thus must be considered when designing adult-oriented materials.

2.4.1 Self-concept of the learner

When faced with learning a second language, adults often find that their mature self-concept is in conflict with the need to revert to childlike language patterns. However, when they discover that they are capable of being self-directed learners, they often experience a significant increase in motivation and initiative.

2.4.2 Utilizing the learner's experience

"In the andragogical approach to education, the experience of adults is valued as a rich resource for learning" (U.S. Department of Health, Education and Welfare, 1973, in Shoemaker & Shoemaker, 1991, p. 2). Andragogy relies heavily on experiential, "two-way multi-directional techniques" (Shoemaker & Shoemaker, 1991, p. 2), such as group discussions and role plays. With this

approach, individuals can simultaneously function as both learners and teachers, using their experience to facilitate the learning process.

2.4.3 Readiness to learn

Research indicates that adults are capable of diagnosing their own learning needs and designing activities to meet their own particular goals. Thus the teacher or "facilitator of andragogical learning acts as a resource person to help the learner form interest groups and diagnose their own learning needs" (U.S. Department of Health, Education and Welfare, 1973, p. 8, in Shoemaker & Shoemaker, 1991, p. 3).

2.4.4 Time perspective and orientation to learning

Education has traditionally been thought of as "preparation for the future" rather than "doing in the present" (Knowles, 1975, p. 19, in Shoemaker & Shoemaker, 1991, p. 4). Andragogy, however, seeks to close the gap between learning and doing. While adults are not uninterested in planning for the future, it seems that learning for immediate application is of greater concern for them. It follows, therefore, that adult curriculums should be more problem-centered than subject-centered. This is one of the reasons for choosing "task" as the unit of organization when designing a syllabus intended for adults. Tasks provide learners with problems to solve and goals to accomplish, thus making learning very purposeful.

2.5 Self-directed learning

One of the common threads running through Knowles' principles of andragogy is the importance of getting adult learners to assume responsibility for their own progress by involving them in controlling the pace, direction, and assessment of their own learning. Knowles has subsequently been supported by researchers in the field of second language acquisition who have investigated the role self-directed learning plays in promoting second language learning amongst adults.

2.5.1 The need for self-directed learning

The effectiveness of self-directed learning has been investigated most notably by Dickinson (1987), who argues that to develop communicative skills in a second language beyond an elementary level requires learners "to become free of externally imposed syllabuses" (p. 22).

...as soon as learners begin to take off in the language it is likely that their demand for interesting content will take them beyond the confines of any course or syllabus. Even at elementary levels, learners need to supplement the course materials with extra reading and listening materials, or find other ways of immersing themselves in the language (p. 22).

Dickinson is supported in this by Naiman et al. (1978) and Pickett (1978) who conducted surveys among good adult language learners in order to investigate what approaches they use to learn a language. The results of these surveys tend to confirm that good language learners often claim to find staying within the boundaries of assigned course work restrictive and prefer to explore their own ideas rather than do assigned homework.

Dickinson also points out that becoming a self-directed learner is critical for language learning because "a language course can only deal with a small fraction of the foreign language; therefore one objective of language courses should be to teach learners how to carry on learning the language independently" (p. 136). However, due to their cultures and the educational system, many adults have been trained to be passive learners and expect to be spoon-fed by the teacher. If this kind of attitude and behaviour is not changed, any attempts to teach students to rely more on themselves and use better strategies is bound to fail.

Dickinson argues that:

it may be possible, through a course of preparation, to persuade the learner to use more effective strategies. This argues for a more flexible approach to the provision of learning facilities, and one aspect of this flexibility is to provide facilities for self-instruction (pp. 22-23).

2.5.2 Self-directed learning and learning how to learn second languages

Closely related to the need to promote self-directed learning is the need to help students learn how to learn. Dickinson, in fact, goes so far as to claim that much of what self-directed learning is all about is learning how to learn. He asserts that learning a new subject, such as beginning to learn a second language, "may be largely a matter of developing metacognitive knowledge about it" (p. 34). Therefore, the learner has to experiment by using strategies from past learning experiences and by engaging in activities recommended by the teacher to discover his or her preferred learning strategies. The process of

trying them out will constitute metacognitive experience, and the results will be stored as metacognitive knowledge.

Another important characteristic of learning strategies is that, unlike other characteristics of an individual learner's personal makeup (e.g. general learning style, personality traits), they are claimed to be relatively easy to teach and modify. As Oxford (1990, p. 12) points out, "even the best learners can improve their strategy use through such training. Strategy training helps guide learners to become more conscious of strategy use and more adept at employing appropriate strategies". Examples of learning strategies which may promote more effective language learning are *classifying* (putting things together in groups), which can help students to organize ideas and spot relationships between language items, and *selective listening* (listening for key words and information without trying to understand every word), which can help students improve their listening skills by encouraging them to aim at understanding the gist of a listening text by focusing on key message-bearing words.

Oxford (1990, p. 12) also asserts that "strategy training is most effective when students learn why and when specific strategies are important, how to use these strategies, and how to transfer them to new situations". Examples of the kinds of strategies Oxford cites as helping learners develop communicative competence are: "compensation strategies - guessing when the meaning is not known, or using synonyms or gestures to express the meaning of an unknown word or expression" - which are the heart of strategic competence, and "social strategies - asking questions, cooperating with peers, and becoming culturally aware" - which are powerful aids to the development of sociolinguistic competence.

2.5.3 Affective factors

The importance of affective factors, such as motivation, in language learning has been stressed by many researchers (e.g. Gardner, 1985; Schumann, 1975). Self-directed learning can help control affective factors. When working within a "self-directed learning mode", the learner is more likely to be aware of his or her learning needs and goals. This may be because the learner has a specific purpose for learning the language, or because the teacher has discussed needs and goals with the students as part of the process of facilitating self-direction. The learner can then evaluate whether or not the course is helping him or her to achieve those goals.

Allowing learners to participate in decision-making also has a positive effect on motivation. First of all, there is evidence (Bachman 1964, in Dickinson, 1987) that participation in decision-making tends to result in increased productivity, largely due to an increased motivation to perform effectively. Second of all, such participation may have a positive effect on a student's self-esteem. A course which makes you feel intelligent and important is more likely to be motivating than one which makes you feel foolish and unimportant.

As a way of preparing students to become self-directed learners, Dickinson and Carver (1981, 1982), proposed the use of "trouble-shooting" - regular classroom discussions in which students are asked to talk about the difficulties they have encountered in their learning. This allows the teacher to increase a learner's sense of self-worth by demonstrating a concern for the problems of individual students. It is also likely to be motivating in that it helps remove obstacles that may prevent a smooth and orderly progression of learning.

Self-directed learning can also have a positive effect on learner attitude. For example, by reducing the centrality of the teacher in the learning process and having the teacher assume the role of a facilitator of learning, it may be possible to increase feelings of empathy between teacher and learners. This may also have the effect of increasing feelings of empathy and bonding amongst students by reducing competition and increasing cooperation within the class. Rogers (1969, p. 118) argues that when the teacher is empathetic to all the students within a class, "every student tends to feel liked by all the others - to have a more positive attitude towards himself and towards the school".

When a teacher creates a classroom atmosphere which produces negative feelings amongst students (e.g. worry, self-doubt, frustration, helplessness, insecurity, fear, and physical symptoms), risk taking and learning are likely to be blocked or inhibited. The main sources of inhibition for the majority of language learners are the other students in the class, and, sometimes, the teacher (Dickinson, 1987). Inhibition, however, can be lowered by reducing the sense of competition amongst students and increasing the sense of partnership through the use of cooperative learning. As students work together cooperatively in pairs or groups, they share information and come to each other's aid. Instead of being competitors, they become a "team" whose players must work together to successfully achieve task outcomes and meet learning goals. Cooperative learning can also be extended to involve the teacher who may collaborate with the students in choosing and carrying out techniques and activities and in evaluating progress (Abrami et al., 1995).

Some forms of assessment can also be major sources of inhibition. Assessment systems which stress test scores and grades rather than measure an increase in learning may result in students viewing their classmates as competitors and increase inhibition. Moreover, it is possible that any external

evaluation, even when it is of a positive nature and praises the learner, can have negative effects on the development of empathy and a cooperative atmosphere. Stevick (1982, p. 23) cautions against using an "evaluation paradigm" which consists of the teacher saying to the student "Now try to do this so I can tell you how you did". This leads to the kind of assessment in which the teacher focuses on pointing out mistakes and "the student generally comes away feeling that he himself has been evaluated negatively or positively - along with his product" (Stevick, 1982, p. 23). To avoid the problems of external assessment and to reduce inhibition and build confidence, Dickinson recommends increasing the amount of self-assessment students engage in.

2.5.4 The need for self-assessment

Reducing teacher involvement in assessment helps build greater empathy between teachers and learners and provides opportunities to emphasize learning rather than simply counting correct answers. In addition, self-assessment often calls for two or more students to work together, and thus encourages cooperative learning.

Dickinson (1987) also cites other reasons, unrelated to affective factors, for calling for the use of self-assessment schemes. First of all, the ability to assess and monitor the effectiveness of one's own performance in a foreign language is an important skill in learning, and particularly important when the learning becomes autonomous. Second of all, within learner-centered self-directed learning, self-assessment is a necessary component. Decisions about whether to go on to the next item in the program, about how much time should be allocated to various skills, and about the need for remedial work all stem from feedback from informal and formal assessment. These are key matters in

any learning program in which one of the goals is to persuade learners to become involved in and eventually take responsibility for making these kinds of decisions. In addition, of course, a learner will need the ability to self-assess once he or she is no longer taking language courses.

2.6 Summary: Factors affecting syllabus design and materials development

The sources referred to in sections 2.4.1 to 2.4.2 all seem to agree on the following factors when it comes to designing adult-oriented learning materials: 1) teaching students how to learn a language increases learning efficiency and promotes second language acquisition, 2) becoming a self-directed learner is critical for language learning because a second language cannot be acquired solely through classroom instruction, 3) it is possible to teach adult students to value self-directed learning and to use more effective learning strategies, 4) becoming a self-directed learner can increase a student's initiative, motivation, self-esteem (as a language learner) and result in greater learning efficiency, 5) using self-assessment schemes can create a more positive classroom atmosphere, lower inhibitions to learning, and increase a student's ability to evaluate the effectiveness of his or her performance (a necessary skill for being a self-directed learner).

Using a task-based approach to learning allows a teacher to integrate all these ideas into a curriculum. For example, because the teacher aims, as much as possible, to act as a facilitator and resource person, the students are constantly being asked to guide and direct their own learning. This provides a natural forum for the teaching of learning strategies that can be used to solve problems and accomplish task goals, for self-assessment exercises that allow

students to reflect on task outcomes, and for discussions on the various ways a particular skill may be practised inside or outside the classroom. In fact, learning how to learn a second language is virtually essential when using a methodology such as task-based language teaching, which focuses on the successful completion of tasks involving the communicative use of language. Language learning strategies are essential tools precisely because students are given tasks to accomplish, problems to solve, objectives to meet, or goals to attain.

Metacognitive knowledge about language learning is also highly desirable when using almost any learner-centered teaching method which emphasizes providing learners with opportunities to use language communicatively. As Oxford (1987, p. 33) points out, "many teachers using such methods are, consciously or not, involved in helping their students to learn how to learn". A widespread teaching technique for promoting the communicative use of language in the classroom is to have students work in pairs or groups. In doing this, the teacher relinquishes control over the students' use of language since he or she can only monitor one pair or group at a time. This necessitates that learners assume many responsibilities for their own learning.

2.7 A description of TBL frameworks

2.7.1 Designing task-based materials

The instructional materials in the new Tyndale Level 1 program were designed primarily using the task-based language (TBL) frameworks described in *A Framework for Task-Based Learning* (Willis, 1996), *Planning Classwork: A*

Task-Based Approach (Estaire & Zanon, 1994) and the task-based framework used in the *Bridge To Fluency* textbook series (Gatbonton, 1994). Both Willis and Estaire and Zanon discuss current viewpoints on language learning and present arguments as to why TBLT has such a rich potential for promoting successful second language learning. They then each present their own model or framework that teachers can use to design task-based materials and implement them in the classroom. Gatbonton describes her TBL framework in the prefaces of her teacher's guides, which she then puts into effect in her course materials.

Willis'(1996, p. 11) advocacy of TBLT is based on her belief that most recent SLA research indicates that there are three essential conditions and one desirable condition that must be met in order for anyone to learn a second language with reasonable efficiency. The three essential conditions are: 1) "**exposure** to a rich but comprehensible input of real spoken and written language in use", 2)"**use** of the language to **do** things (i.e. exchange meanings)", and 3)"**motivation** to listen to and read the language and to speak and write it (i.e. to process and use the exposure)". The desirable condition is "**instruction** in language (i.e. chances to focus on form)". Willis believes that TBLT is a particularly effective method for meeting these conditions because:

Tasks remove the teacher domination, and learners get chances to open and close conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done... In order to fully meet the three essential conditions for learning, then, we need to create more opportunities for students to use the target language freely in the classroom, and thus provide a more even balance of exposure and use. Carefully selected tasks will provide the stimuli for learners to take part in complete interactions and help to meet the third condition, motivation (p. 18).

In order to provide teachers with a model they can use to plan their classwork following a task-based approach, Willis has developed *The task-based language (TBL) framework*. For the purposes of this framework, task is defined as "activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23).

Willis' framework consists of three phases: pre-task, task cycle, and language focus. The pre-task phase has two basic functions: 1) to introduce and create interest in doing a task on the chosen topic, 2) to activate topic-related words and phrases that will be useful both during the task and in the real world. Possible activities that can be done at this stage include brainstorming, word-maps, matching words or phrases to pictures, or even predicting the content and language of texts to be listened to or read.

The task cycle consists of the task(s) plus planning and report phases in which students present spoken or written reports of the work done in the task(s). During the task phase, students work in pairs or groups and use whatever linguistic resources they possess to achieve the goals of the task. Then, to avoid the risk of developing fluency at the expense of accuracy, they work with the teacher to improve their language while planning their reports of the task. Feedback from the teacher, therefore, is provided when it is needed most, at the planning phase, and after the report.

Before or during the task cycle, the teacher can expose students to language in use by having them listen to a recording of other people doing the task, or by having them read a text related to the task topic. Thus so far, the framework provides the three basic conditions Willis has cited as being essential for language learning - exposure, use and motivation. It should be noted that in task cycles for beginners, the planning and report phases are often

short or even omitted entirely until the learners have gained more confidence in using the new language publicly.

The last phase in the framework, the language focus, provides the desirable extra condition cited by Willis - explicit study of language form. In this phase, some of the specific features of the language which occurred naturally during the task are identified and analyzed. Among the possible starting points for analysis activities are functions, syntax, words or parts of words, categories of meaning or use, and phonological features. Following the analysis activities, this phase may also contain a practice stage in which the teacher conducts practice of new words, phrases, or patterns which occurred in the analysis activities, the task text, or the report phase.

Estaire and Zanon's (1994) approach to second language learning is centered around their belief that communicative competence is the result of the fusion of formal knowledge and instrumental knowledge. Formal knowledge refers to an individual's understanding of the grammatical and functional content of a language. Instrumental knowledge refers to a knowledge of the procedures that allow learners to do certain things in a language. They assert that these two dimensions of knowing a language are not constructed separately but are fused into an interrelated "schema", or "block of knowledge", stored in our memory. New knowledge is constructed when new information is incorporated in existing networks of schemas in the process of doing something, or carrying out a task.

It is this interrelated network of schemas, which have been expanded or newly created, that allow students to **do** new things in English. This is one of the main principles to support communication tasks in foreign language learning. Communication tasks offer an ideal context for the development of such networks and an ideal context for the construction of communicative competence in its two dimensions (p. 79).

Estaire and Zanon have developed a framework for designing a task-based unit which includes two different kinds of tasks: "communication tasks" and "enabling tasks". A communication task is a piece of classroom work which has "a communicative purpose", and "a concrete outcome"... during which learners' attention is principally focused on meaning rather than form" (p. 14). This is closely analogous to Willis'(1996) definition of "task". Enabling tasks "provide students with the necessary linguistic tools to carry out a communication task. Though they can be as meaningful as possible, their main focus is on linguistic aspects (grammar, vocabulary, pronunciation, functions, discourse) rather than on meaning" (Estaire & Zanon, 1994,p. 15).

The Estaire and Zanon TBL framework consists of six phases: 1) determine a theme or area of interest after learning about the students' interests and experiences and level of ability in English, 2) plan the final communication task(s) that the students will do at the end of unit, 3) determine the communicative and linguistic objectives, 4) determine the linguistic content which is necessary or desirable to carry out the task, 5) plan the process: determine the communication and enabling tasks which will lead to the final task planned in phase 2; select/adapt/produce suitable classroom materials to carry out these tasks; structure these tasks so that they have a clear purpose, procedure and outcome; sequence the tasks to fit into the class schedule, 6) plan instruments and procedures for evaluation of process and product and integrate them into the learning process so that any learning problems can be identified and adjustments can be made.

Gatbonton's approach to second language learning is based on her belief that the best way to promote successful learning within a classroom environment is to provide students with opportunities to participate in tasks which are "genuine communication activities" (1994b, p. vii). To establish

optimal conditions for learning in the classroom, pedagogic activities must possess three characteristics: "a) they must be "genuinely communicative"; b) they must be inherently repetitive; and c) they must be formulaic" (p. vii).

"Genuinely communicative" means that during the course of the task, "genuine information exchange occurs" and "that the very need to exchange information itself is learner-motivated" (p. vi). Gatbonton believes that genuine communication occurs when students are motivated to talk or write because they need information from their classmates to meet a communicative goal, for example, making a class seating plan (Speaking Book 1, Module 1, Task 1, p. 2).

"Inherently repetitive" means that tasks are designed in such a way that repetition of particular sentences or phrases occurs naturally as students work towards completing a task. This is demonstrated in speaking and writing tasks when students have to ask the same set of questions to different classmates in order to complete the task (e.g. writing a class profile whereby they need information from each class member). This kind of repetition is done, however, not just to practice using a particular grammatical structure but to meet the communicative need of obtaining the information necessary for achieving the goal(s) of the task.

"Formulaic" means that while students carry out the assigned tasks, they use utterances that can be used again, either verbatim or with slight modifications, to achieve communicative goals whenever these tasks are carried out. As Gatbonton points out, the class profile activity referred to above

is formulaic because, in order to accomplish its goals, the students must use many utterances asking about and stating biographical facts (e.g., *How old are you? Where are you from? What do you do? Are you a landed immigrant?*). These utterances can be used in their entirety in many different situations outside the classroom (p. vii)

Gatbonton's approach, while relying primarily on communicative activities, also acknowledges the role of form-focused activities in the learning process. For example, in the *Speaking* books each "module" moves students through a three-phase process from authentic communication to activities that are increasingly form-focused.

In the first phase, "Communicate Your Ideas", students participate in communicative tasks that require them to gather information from one another or from written or oral sources and then use this information "to pursue genuinely communicative goals" (1994b, p. vii). As in Willis' TBL framework, students are expected to work through the task by using whatever language they already know. If their current linguistic resources are insufficient to complete the task, the teacher provides them with the necessary words, phrases and sentences as the need arises.

In the second phase, "Improve Your Fluency and Accuracy", students participate in tasks that provide them with the opportunity to practice and improve their control of the sentences and phrases they are using. Finally, in the third phase, "Increase Your Knowledge Of The Language", students engage in language analysis and practice activities in order to consolidate their control and deepen their understanding of the language generated during the first two phases.

It was decided that the new Tyndale Level 1 program would include elements from all three of the approaches to TBLT referred to above. All three of these approaches are based on similar definitions of what constitutes a communicative task and share the common characteristic of designing the main communicative task early in the planning process. This way, it is the task that generates the language to be used throughout the framework, not vice versa.

There are, however, important differences among the three frameworks concerning when form-focused work should take place and how students should be prepared to carry out a task. The Willis framework ends with a "language focus" phase and states that the pre-task phase should not be used to teach one particular grammatical structure. In her view, the only function of the pre-task is to generate useful topic-related words and phrases that can be used during the task cycle. Gatbonton also places "language focus " activities after the task phase and, like Willis, expects students to carry out tasks by mostly using their current linguistic resources. However, unlike Willis, her framework allows for a pre-task phase in which students are provided with communication contexts in which target sentences to help them complete the task are generated. The Estaire and Zanon (1994) framework, on the other hand, ends with the final communication task(s) (or an evaluation task) and classifies all language awareness-raising tasks as "enabling tasks" that should be used to prepare students to carry out the final task(s). However, unlike Willis and Gatbonton, who explicitly state where language focus work should and should not occur, Estaire and Zanon do not openly advise against including any language focus work after the final communication task.

The analysis of Willis, Gatbonton, and Estaire and Zanon led to the decision that the TBL frameworks to be designed for the new Level 1 program should be based mainly on a fourth hybrid framework, which combines characteristics of all three approaches. This hybrid could include a pre-task introduction of target structures, allow for the possible inclusion of an enabling task before the main communication task and feature a post- communication task or task cycle language focus (analysis) section. It could also include an evaluation phase as advocated by Estaire and Zanon.

There are a few reasons for deciding to use the hybrid framework. First of all, it was considered impractical to expect Level 1 (false-beginner) students to carry out communication tasks without first being provided with target sentences during the pre-task phase. Second of all, allowing for enabling tasks within the pre-task phase may provide students with schemata, vocabulary, and language forms that they can then use to help them complete the task. This, in turn, may reduce the processing load that students will encounter when carrying out a communication task (Estaire & Zanon, 1994; Skehan, 1996). Third, having a post-communication task or task cycle language focus phase allows students to concentrate on understanding and expressing meaning during the task phase and on achieving task outcomes. This is important because it is the challenge of achieving the outcome that provides the motivation for doing the task and, hopefully, motivates the learning of necessary language and accurate production.

To work effectively towards achieving an outcome, "learners need to feel free to experiment with language on their own, and to take risks. Fluency in communication is what counts" (Willis, p. 24). Controlling the language forms students must use would defeat this purpose. Besides, once a strong need to communicate has been created by the situational context of a task, words and phrases learned previously but as yet unused will often be thought of, or students will find ways of getting around words or forms they do not yet know or cannot remember in order to get their message across. For example, even low level students can express past time by using phrases such as "I go yesterday" or "Last week you say ..." (Willis, p. 24). Furthermore, doing a task allows students to process a situation and some of the language involved for meaning and makes them aware of what they do not yet know or what causes them

problems. This knowledge gap will make them more receptive to tasks which focus on form.

Another reason for deciding that the language focus should come after the communication task or task cycle is that the only task-based textbooks that could be found were the *The Collins Cobuild English Course* (Willis & Willis, 1988), Gatbonton's *Bridge To Fluency* series, and the *Atlas* series (Nunan, 1995). All three of these textbook series follow a format which places language focus work after the task phase. *The Collins Cobuild English Course* follows the Willis TBLT framework outlined above. *Bridge To Fluency*, as described above, uses Gatbonton's approach of moving students from fluency to form-focused work. In *Atlas*, all units present a "task chain" consisting of five to seven tasks, followed by a "language focus" section. This was considered to be important because one strategy that could be used when design problems were encountered would be to consult these textbooks to see how similar problems were solved. *Bridge To Fluency*, *Speaking Book 1* and *The Collins Cobuild English Course Level 1* were particularly used in this regard. The *Atlas* series, while helpful in some ways, was not a major influence on the design of the new Tyndale program because, even though it presents tasks and moves students from fluency to form-focused exercises, it is based on an underlying grammatical syllabus. This is explained in more detail in Chapter 3.

Lastly, it was decided that the new Level 1 program would also be influenced by Knowles' (1970) principles of andragogy. This influence would be felt less at the level of unit design and more at the level of the individual task. For example, instead of simply presenting grammatical structures to students as is done in *Interchange*, the teacher could try to elicit them, or, students could be asked to work together to try and figure out how the language works for themselves. This would adhere to the andragogical principles which state that

adult curriculums should be problem-centered, with the teacher acting as a resource person, and that adult learners should function as both learners and teachers, using their experience to facilitate the learning process.

2.7.2 Summary: TBL frameworks and designing task-based materials

In this section, the three approaches to TBLT which were used to design the instructional materials in the new Tyndale Level 1 program (Willis, 1996; Estaire & Zanon, 1994; Gatbonton, 1994) were described and compared. The comparison revealed that there are different ways of organizing a program around communicative tasks while maintaining the centrality of the task itself within the program and, therefore, the essential characteristics of a task-based approach to language teaching. The comparison also revealed that the main difference between the three is in the placement of the language focus phase and that it is possible to combine features of all three approaches and create a fourth, hybrid framework. An analysis of the various possibilities led to a decision to design the new program using mostly a hybrid framework which allows for a pre-task provision of target structures, or sentences, and features a post-communication or task-cycle language focus (analysis) phase.

Finally, in view of the findings of research into adult learning, it was decided that at the level of the individual task, the new program would be influenced by Knowles' (1970) principles of andragogy.

2.8 Conclusion

In the 1970s, the realization that communication is an integrated process rather than a linear accumulation of discrete structures and items led to the rise of CLT and resulted in a number of different, process-oriented syllabus design proposals (e.g. notional/functional, situational, topical, task-based). Since then, as SLA and general education research has revealed the strengths and weaknesses of these proposals, the communicative task has ascended to a position of prominence as a unit of organization in syllabus design. While there are a variety of different interpretations in the literature of what exactly constitutes a "task", they all recognize task as being the central component in a language program, endorse the concept of organizing a syllabus around communicative tasks that learners need to engage in outside the classroom, and accept the view that curriculums should be learner-centered, rather than language centered. In general, TBLT is not a new method based on new teaching techniques, but a new approach, which places task at the center of methodological focus.

Among the advantages of TBLT are that it is supported by the concept of the nature of language and learning that emerged with the advent of CLT, and by a solid body of empirical evidence. This stands in contrast to most other methods and approaches which, in comparison, are relatively data-free. The merits of TBLT and the problems with existing syllabus designs led, in the 1980s, to the development of three new task-based syllabus designs: the procedural syllabus, the process syllabus, and the task syllabus. In this chapter, an analysis of all three design models led to the conclusion that the task syllabus has the richest potential for promoting successful language learning because it allows for course content to be matched to identified student needs,

for decisions regarding materials design and methodology to be closely aligned with research findings on classroom-centered language teaching, and for criterion-referenced testing, On this basis, it was decided that the task syllabus would serve as the syllabus design model for developing the new Tyndale Level 1 program.

SLA and general education research also indicate that the language learning efficiency of adult learners can be enhanced by teaching them learning strategies related to how to learn a language, to value self-direction in learning, and to evaluate the effectiveness of their own performance. Adult curriculums should, therefore, include activities that take these factors into consideration.

Finally, in order to allow a teacher to organize tasks into coherent lesson plans that cover the full range of skills students need (e.g. speaking, listening, reading, writing, learning strategies), it is necessary to use a particular approach or task-based framework for planning classwork. Therefore, the approach to TBLT developed by Gatbonton in her *Bridge To Fluency* textbook series and the TBL frameworks developed by Willis and Estaire and Zanon have been analyzed and adapted for the purpose of designing the instructional materials and processes that will make up the new Tyndale Level 1, task-based program.

CHAPTER 3: THE PILOT PROJECT: DESIGN AND IMPLEMENTATION; FINDINGS AND RESULTS

3.0 Introduction

The goal of this thesis was to design a new ESL program aimed specifically at Tyndale Level 1 students. In order to design a program that would take into consideration the facilities and the learning needs and characteristics of the learners who attend classes at the Tyndale Community Center, the writer taught the ten-week Level 1 course at Tyndale from September 22, 1997, until November 27, 1997. By actually working with Tyndale students, the writer was able to assess student needs, experiment with different approaches, and pilot materials he had designed using a task-based approach. On the basis of what was learned during this pilot project about Tyndale students and TBLT, modifications were made to the materials in order to arrive at the final design of the new program, presented here in Appendices 1 and 2.

3.1 The context for the project

The Tyndale St. George's Community Centre provides free ESL classes for adult newcomers to Canada. Most of the students are immigrants, but some are refugees. Classes are offered from Level 0 (Absolute Beginner) to Level 7 (Advanced English Conversation). This thesis study reports on students enrolled in a Level 1 (False Beginner) class. These students are in need of survival skills in at least one of Canada's two official languages so that they can begin the process of integrating into Canadian society.

The Level 1 program currently in use at Tyndale is in need of revision because it was designed a number of years ago and does not reflect current linguistic and second language acquisition theory or teaching approaches. As was described in section 1.4, the current materials often require the students to participate in mechanical drills which serve no communicative goal or purpose. What is needed is a new program which uses the research findings on learner-centered language learning and andragogy to provide students with opportunities to use English in the kinds of goal-oriented, communicative tasks that will prepare them to accomplish the real-life tasks they will be faced with in the world outside the classroom.

This thesis is an attempt to provide a new Level 1 program which responds to this need using content and instructional materials mostly drawn from *Interchange 1* (Richards et al., 1990a and b) and *New Interchange 1* (Richards et al., 1997a and b). The pilot project was taught using materials drawn mostly from *Interchange 1*. Subsequent to the pilot project, *New Interchange 1* was made available to the writer, and the final version of the new program was designed using materials drawn mostly from *New Interchange 1*. The new version was used because it contains a number of improvements and because this is the version that will be available to students should they wish to purchase the book. The *Interchange* and *New Interchange* materials were redesigned according to the principles of TBLT, discussed in chapter 2, section 2.5.

3.2 The process of redesigning units in *Interchange 1*

The central questions that the writer confronted when attempting to bring *Interchange* materials into line with the principles of TBLT are:

1) how can a functional-structural syllabus, moving a learner from accuracy to fluency, be redesigned to fit a TBL framework that moves a learner from fluency to accuracy?

2) how can Knowles' (1970) principles of andragogy be used to make the materials in the new task-based program even more relevant to the needs of adult learners?

To begin the process of creating the new program, it was first of all necessary to develop a plan that could be followed when adapting a unit in *Interchange 1*. It was decided that the first step would be to consult the table of contents and find out what functions are covered in the unit. The next step would involve analyzing the various activities that comprise the unit and discover if any of them could serve, or be adapted to serve, as a communication task in a TBL framework that would teach these skills. In order to serve as a communication task, an activity must be one in which "the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, p. 23). Once a communication task or set of tasks had been decided upon (either by selecting a suitable activity in *Interchange 1*, adapting an activity in *Interchange 1* to meet the definition of a communication task, choosing a task from another source, or designing a new task), the next step was to construct TBL frameworks around the chosen communication task(s).

The designer then analyzed the remaining activities in the unit to see if any of them could be used, or adapted for use, in the other phases of the TBL framework and then added whatever else was needed to complete the

framework. When difficulties were encountered, the normal procedure was to consult the published task-based textbooks mentioned in section 2.7 and analyze how similar problems had been dealt with. This process enabled the writer to identify a number of issues a materials designer has to confront when attempting to transform grammatical/structural materials into task-based ones.

3.2.1 Key issues involved in redesigning units in *Interchange 1* and implementing them in the classroom

During the ten-week teaching session, the writer redesigned approximately seven units of instructional materials in the *Interchange* coursebook for Level 1 into a task-based program. These redesigned materials were then immediately piloted with the Level 1 class. The *Interchange* materials were initially redesigned using the TBL frameworks of Willis (1996) and Estaire and Zanon (1994). During the course of the pilot project, however, the *Bridge To Fluency* textbook series (Gatbonton, 1994) was discovered. The approach to TBLT used by Gatbonton in this series became an important influence on the writer's redesigning efforts during the latter stages of the pilot project and on the design of the final version of the new Tyndale Level 1 program.

A subsequent analysis of both the redesign and implementation stages has enabled the writer to identify nine key issues that he had to confront when attempting to transform the non-task-based *Interchange 1* program into a task-based program and implement it in the classroom: 1) finding or designing a goal-oriented task that can serve as the centerpiece of a TBL framework; 2) deciding where language focus work will come in the TBL framework,

3) deciding how to use Knowles' principles of andragogy to introduce words, phrases, and grammatical structures using problem-solving activities; 4) getting adults who come from a traditional educational background, centered around teacher-fronted activities and individual work, to engage in self-directed pair/group work; 5) deciding when to add a controlled practice enabling task (Littlewood, 1981) to prepare students to undertake a communication task; 6) helping students develop strategies for learning a language so that they can become self-directed learners both in the classroom and in the outside world; 7) designing and implementing self-evaluation tasks that involve students in assessing their own progress; 8) introducing students to the unit topics and goals effectively; and 9) avoiding problems with copyright law.

3.2.1.1 Issue 1: Locating and designing goal-oriented communication tasks

Table 1: Materials in Appendices 1 and 2 referred to in this section

| Task titles | Source | | Tyndale materials | |
|-----------------------------------|--|--------------------|--|---|
| | Published materials | Original materials | Appendix 1: Student | Appendix 2: Teacher's guide |
| Entertainment Survey | <i>Interchange 1</i> , Unit 4, Section 6, p. 24 | | Unit 5, Section 3, p. 227 | Unit 5, Section 3, p. 408 |
| Role Play: In a department store | <i>Interchange 1</i> , Unit 3, Section 9, p. 17 | | Review of Units 1-4, Section 4, p. 224 | Review of Units 1-4, Section 4, p. 400 |
| <i>Interchange 1</i> : Conference | <i>Interchange 1</i> , Interchange activities, pp. 102 and 104 | | Unit 1, Section 12, Role Play, pp. 161-162 and Section 13, Writing: Movie Magazine, p. 163 | Unit 1, Sections 12, Role Play, pp. 305 and Section 13, Writing: Movie Magazine, p. 309 |

The published materials referred to in the tables in this chapter were adapted for use in the final version of the new Tyndale Level 1 program and appear in Appendix 1: Student Book and Appendix 2: Teacher's Guide. The materials which appear in Appendix 3 were used in the pilot project but were not included in the final version of the new program.

As stated in section 3.2, the first steps in redesigning a unit in *Interchange 1* according to the principles of TBLT involved finding out what functions are to be covered in the unit and then deciding on a communication task around which a TBL framework could be built. In some cases, *Interchange*

1 supplied a ready-made pair/group-work activity that already fit the definition of a goal-oriented communication task that had been adopted for this project. The "Entertainment Survey" in Unit 4 is a good example of such an activity. Part 1 of this section is a cooperative learning task where the goal is for students to compare their taste in entertainment and entertainers to that of their fellow group members. Then, in part 2 they take turns asking questions about the topics listed in the "Our Group Favourites" chart and have a group secretary write down each student's response. Part 3 conforms exactly to the planning and report stages of the Willis task cycle. Each group works together to plan a report of their favourite singers, actors, movies, and so on, as well as the categories on which they could not reach agreement. Then, one group member is selected to be the group spokesperson to report the group's favourites to the class.

During the reports, students listen and try to figure out what the class favourites are. Therefore, in this case, designing a TBL framework only involved providing students with a recording to demonstrate how the task (parts 1 and 2) is supposed to work and designing proper pre-task and language focus sections.

The "Entertainment Survey" was one of only a few pair/group-work activities in the first seven units of *Interchange 1* that could be used largely unchanged as a task cycle in a TBL framework. In most cases, *Interchange* activities that are supposed to "provide freer and more personalized practice of the new teaching points" (Richards et al., 1990b, p. 4) had to be redesigned in order to meet our definition of a communication task, while in a few cases, cycles within units did not contain even one activity that could be redesigned to become a communication task.

Interchange 1, Unit 3, Section 9, "Role Play: In a department store", is an example of a role play activity that had to be redesigned. This role play involves having pairs of students act out the roles of a department store clerk and a customer. Items which are supposed to be for sale are placed on a desk. The "customer" asks about the price of each item and the "clerk" answers the customer's questions. The "customer" says whether or not he or she wants to buy it. This, however, is not a communication task. The students are being asked to act out their roles with no purpose other than to practise specific language forms. There is no outcome to achieve, no reason to strive to explain something fully or to convince someone to follow a particular course of action, and no consequence to face if the goal is not met.

To make Section 9 more communicative, the writer added goals and problems to this activity. The clerks would now have to try to sell their merchandise for more money than the other clerks and to sell all their merchandise. The customers would now have one hundred dollars and a shopping list and would compete to see who could buy the items on their lists for the least amount of money. Furthermore, there would now be eight or nine different department stores (clerks standing behind small tables) and eight or nine customers. There would be twelve items for sale and each "store" would be selling four of these items. Thus only three of the eight or nine "stores" would be selling any particular item. Each shopping list would have four of twelve possible items for sale (e.g. watch, pants, camera, phone, shoes, walkman radio).

When the activity begins, the customers have to find the stores which are selling the items on their shopping list (each clerk will consult a sales sheet with pictures of the items for sale), ask the clerks how much the items cost, and get the best deal before the items on their list are sold out. Once a clerk has given

the price of an item to a customer, he or she cannot change the price unless that customer comes back to the store. The customers record on their shopping lists how much they bought each item for, the clerks record how much they sold each item for. When they finish, they add up the prices and find out who were the most successful clerks and customers. All students take turns playing both clerks and customers.

When this revised task was done with the students, they participated enthusiastically. Some of the "clerks" called out loudly to the "customers" inviting them to come to their "store" and, in general, the students were more lively when doing this task than in any other activity that was done during the course.

An example of a cycle within a unit which does not provide an activity that can be redesigned into a communication task is the third cycle of Unit 1, Sections 9 (see Appendix 3, Figure 1, p. 1) and 10 (see Appendix 3, Figure 2, p. 1). This cycle is intended to practise yes/no questions with *be*. However, it consists of only a dialogue (Section 9) to introduce the structure within a context (asking personal questions to a person you are meeting for the first time) and a grammar focus section (Section 10). There is no communicative activity following the grammar focus (Section 11 teaches how to say good-bye) that can be used or adapted to make a goal-oriented communication task.

A possible solution to this problem, however, was provided by "Interchange 1: Press Conference" (see Appendix 3, Figure 3, pp. 494-495), a role play activity meant to be done at the end of Unit 1 in order to recycle yes/no and wh- questions with *be* and asking for personal information. In this role play, students act out the roles of movie stars (e.g. Clint Eastwood, Eddie Murphy) and reporters at a press conference. Unfortunately, though, the set-up of this role play does not reflect how a real press conference involving reporters

and movie stars would actually work. For example, the "reporters" are expected to ask a student pretending to be Clint Eastwood questions such as, "*Is your first name Clint?*", or "*What is your nationality?*" Adult students, whether they are beginners or not, would find it very strange for a reporter to ask an internationally famous movie star such as Clint Eastwood these kinds of questions. Therefore, in the new Tyndale program, the activity was redesigned so that students play reporters and unknown actors. This allows students to come up with their own yes/no and wh- questions they would like to ask actors they have never heard of, thus providing a more realistic scenario. It also allows for a written report stage (Unit 1, Section 13) in which the students continue in their roles as reporters and write a movie magazine-like profile of one of the "actors" or "actresses" they interviewed.

3.2.1.2 Issue 2: Locating the language focus phase in the TBL framework

Table 2: Materials in Appendices 1 and 2 referred to in this section

| Task title | Source | | Tyndale materials | |
|--|---|--------------------|---|---|
| | published materials | Original materials | Appendix 1: Student book | Appendix 2: Teacher's guide |
| Grammar focus: Wh-questions with <i>be</i> | <i>Interchange 1</i> , Unit 1, Section 5, p. 4 | | Unit 1, Section 9, Questions About People, p. 159, and Section 10, Celebrities Game, p. 159 | Unit 1, Section 9, Questions About People, p. 303, and Section 10, Celebrities Game, p. 304 |
| Entertainment Survey | <i>Interchange 1</i> , Unit 4, Section 6, p. 24 | | Unit 5, Section 3, p. 227 | Unit 5, Section 3, p. 408 |
| Grammar Focus: Questions with how; short answers | <i>New Interchange 1</i> , Unit 6, Section 11A, p. 38 | | Unit 6, Section 10, Problem-solving: Grammar words, p. 244 | Unit 6, Section 10, Problem-solving: Grammar words, p. 439 |
| Sports Survey | <i>New Interchange 1</i> , Unit 6, Section 11B, p. 38 | | Unit 6, Section 12, p. 245 | Unit 6, Section 12, p. 442 |
| Language Focus: Well vs. Good | | K. Rooney | Unit 6, Section 13, p. 246 | Unit 6, Section 13, p. 443 |
| Conversation: The Weekend | <i>New Interchange 1</i> , Unit 7, Section 2, p. 42 | | Unit 7, Section 2, Listening, p. 251 | Unit 7, Section 2, Listening, p. 450 |

| Task title | Source | | Tyndale materials | |
|---|---|-----------|---|--|
| | Published materials | Original | Appendix 1: Student book | Appendix 2: Teacher's guide |
| Any Questions? | <i>New Interchange 1</i> , Unit 7, Section 6, p. 42 | | Unit 7, Section 3, p. 250 | Unit 7, Section 3, p. 452 |
| Language Focus 1: Regular and irregular verbs | <i>Bridge To Fluency, Speaking Book 1</i> , Module 5, p.74 | | Unit 7, Section 9, p. 258-261 | Unit 7, Section 9, p. 459 |
| Language Focus 2: Past Tense Questions | <i>Bridge To Fluency, Speaking Book 1</i> , Module 5, p. 76 | | Unit 7, Section 10, p. 262-263 | Unit 7, Section 10, p. 461 |
| Reading: The Sound of Music | <i>New Interchange 1</i> , Unit 4, Section 12, p. 25 | | Unit 5, Section 11, p. 234 | Unit 5, Section 11, p. 422 |
| Language Focus: Uses of <i>like</i> | | K. Rooney | Unit 5, Section 11C, p. 235 | Unit 5, Section 11C, p. 424 |
| Weave A Fantastic Weekend Tale | <i>Bridge To Fluency, Speaking Book 1</i> , pp. 63-64 | | Unit 7, Section 8A and B, Create An Imaginary Trip, pp. 255-256 | Unit 7, Section 8A and B, Create An Imaginary Trip, p. 458 |
| Weave A Fantastic Weekend Tale | <i>Bridge To Fluency, Speaking Book 1</i> , Module 5, Task 2, pp. 65-66 | | Unit 7, Section 8C, "Create An Imaginary Trip", pp. 256-257 | Unit 7, Section 8C, "Create An Imaginary Trip" p. 458 |
| Progressive Deletion | | K. Rooney | - | Unit 4, Section 3E, p. 374 |

| Task title | Source | | Tyndale materials | |
|----------------------|---------------------|--------------------|--------------------------|-----------------------------|
| | Published materials | Original materials | Appendix 1: Student book | Appendix 2: Teacher's guide |
| Progressive Deletion | | K. Rooney | - | Unit 5, Section 4C p. 414 |
| Progressive Deletion | | K. Rooney | - | Unit 6, Section 3F p. 430 |

In section 2.7, three approaches to TBLT (Willis, Estaire & Zanon, and Gatbonton) were described, and the possibility was raised of having a fourth, hybrid framework which combines elements of all three. Furthermore, an argument was presented as to why the language focus phase of a TBL framework should come after the communication task or task cycle phase. The two approaches which place the language focus in this position are Willis' and Gatbonton's. Since Gatbonton's *Bridge To Fluency* was not discovered until later on in the pilot project, the writer's initial attempts at redesigning *Interchange 1* were carried out using the Willis framework.

Attempts to use Willis' framework revealed what was to become one of the main problems the writer would encounter in trying to bring materials in *Interchange 1* into line with task-based methodology, namely, how to save the language focus section until after the communication task or task cycle. This becomes an issue when one is teaching false-beginner-level students who cannot be expected to carry out a communication task successfully unless they have been provided with the necessary target structures.

The following example illustrates this problem. In *Interchange 1*, Unit 1, Section 5, "Grammar Focus", part 3, (see Appendix 3, Figure 5, p. 496) students

are provided with names and pictures of famous people and are instructed to work with a partner and "to take turns and talk about these famous people". The writer redesigned this activity as a goal-oriented game ("Celebrities Game") in which pairs show each other pictures of famous people, ask their partner questions, and compete to see who possesses the most knowledge about famous people. But how can false-beginner-level students be expected to do this, or any other communicative activity that might require structures they do not know? This is presumably why in *Interchange 1*, the activity is preceded by a grammar focus on wh- questions with *be* and personal pronouns in parts 1 and 2. However, according to Willis' (1996) TBL framework, the aim of the pre-task section is to "introduce the class to the topic" (p. 40) and "to help students recall and activate words and phrases" (p. 42). "It would defeat the purpose (of the task) to dictate or control the language forms that they must use" (p. 24). While this may be appropriate for intermediate-level students, it appeared to be impractical for use in the first several units of a false-beginner-level course.

Willis does discuss how to use her framework with real beginners (see Willis, 1996, pp. 117-130). She explains how a first lesson with beginners can focus on making lists of international words, such as *football*, *taxi*, *telephone*, and can make use of simple formulae, such as "I'm Anna. I'm from Malaga." Other tasks she recommends for early lessons include "classifying", "matching", "memory games", "bingo", "puzzles", "general knowledge quizzes: True or not true", "guessing games", "mystery objects" (pp. 121-123). But nowhere does she explain how students could be expected to do a task such as *Interchange 1*, Unit 4, Section 6, "Entertainment Survey", which requires questions such as "Do you like _____?", "What kind of TV programs/movies/music, etc. do you like?", "Who is your favourite _____?", "What is your favourite _____?", unless

they are structures which have been explicitly learned/taught, or provided by the materials designer.

To gain more insight into this problem, it was decided to examine two other task-based textbooks, Nunan's (1995) *Atlas* series and Willis' (1989) *The Collins Cobuild English Course Level 1*. It was decided to look at *Atlas 2*, Unit 1 (p.9) first since, like *Interchange 1*, this unit covers the use of yes/no questions with *be* to ask for personal information. As mentioned above in section 3.4, *Interchange 1* does not provide a suitable pair/group work activity that involves this function or structure. It was hoped that *Atlas 2*, which covers the same function and structure, might provide a model for developing a communication task as well as providing guidance on how to design language focus sections which can follow a communication task.

An analysis of the task chain in *Atlas 2*, Unit 1 (see Appendix 3, Figure 6, pp. 497-498) which precedes the language focus on yes/no questions with *be*, however, revealed that while the seven tasks were thematically linked, not one of them would require the students to actually produce a yes/no question with *be*. This, no doubt, is why the language focus begins with a dialogue designed to highlight and provide a context for the structure to be focused on. Therefore, *Atlas* provided no guidance in either how to design an "asking for personal information" task featuring yes/no questions with *be* or in demonstrating how a language focus section could effectively follow a communication task.

The Collins Cobuild English Course Level 1 also provided no help in solving either of these problems. It does not introduce yes/no questions with *be* until Unit 3 and then only does so in a section entitled "Grammar words" as a way of turning statements using *there is/are/was* into questions. However, an analysis of the materials in this section revealed that students are not always expected to be able to do a communication task that was prepared by a pre-task

section which only consisted of topic-related words and phrases. For example, in Unit 3, which covers the topic of families, the unit lead-in activity (see Appendix 3, Figure 7, p. 499) asks students to "Think of someone you know. What do you know about their family? Which of these sentences are true? _____ has got one brother/a brother and a sister/just a sister, etc. _____ isn't married/is married and has two children/is married but has no children." This is followed by a listening task and a "Language study" on *have got*. Therefore, by the time the students are asked to "Tell your partner about your family" and "Write the names of your partner's family on a family tree", they have, in fact, been given grammatical structures to work with and not just family-related vocabulary words such as *brother, wife, and aunt*.

After making initial attempts at redesigning materials from *Interchange 1* using the Willis TBL framework and analyzing *Atlas 2* and *The Collins Cobuild English Course Level 1*, the writer concluded that it would be impossible for false-beginner-level students to carry out communication tasks unless they were provided with a target structure or structures, before undertaking the task. This resulted in the decision to use a pre-task phase that would include providing students with target sentences or structures that could then be used during the task cycle phase. Later, support for this decision was found in *Bridge To Fluency*, which advocates using this kind of pre-task phase. Thus in this hybrid TBL framework, students would not only be provided with the structures they need to complete the communication task, but would also be given the opportunity to engage in post-communication task analysis and practice activities and thereby deepen their knowledge of the relevant language forms after they have already been used and processed for meaning through the carrying out of the communication task.

Trying to design post-task cycle language focus tasks was, at least initially, rather difficult because most of the cycles in *Interchange* units target only one or two grammatical structures (e.g. a question form plus its answer). For example, in the second cycle of Unit 6, Sections 8-11 (see Appendix 3, Figure 8, pp. 500-501) and "Interchange 6: Leisure survey" (see Appendix 3, Figure 9, p.501) which focuses on routines and leisure activities, the main communication task is the end-of-unit "Leisure survey". In this task, students work towards finding the three most popular leisure activities, sports, and exercises in the class. The target sentences are, "*How often do you ...?*", "*What kinds of sports do you play?*", "*What kinds of exercise do you do?*" However, these sentences are all wh- questions with *do*. There are no closely related grammatical forms being used (e.g. wh- questions with *does*) that allow for comparative analysis. Furthermore, the students had already used wh- questions with *do* in Units 2 and 4 and studied wh- questions with *do/does* in Unit 5 and adverbs of frequency, such as *often*, earlier in Unit 6. Therefore, there is little, if anything, left to analyze.

Introducing students to the pronunciation of the reduced form of *do* would appear to offer the only possibility here for doing language focus work. However, the writer had already covered the reduced form of *do* in the opening cycle of Unit 3 where the structure "*How much do you spend on ...?*" was one of the target sentences. There, as in this case, it appeared to offer the only possibility for doing language analysis work. Therefore, the TBL framework which was fashioned largely out of the materials in the second cycle of *Interchange 1*, Unit 6 ended up not having a post-communication task language analysis phase.

This cycle was subsequently omitted from the final design of the new Tyndale program in favour of similar, but improved, sections from Unit 6 of *New*

Interchange 1. Section 11, "Grammar Focus", in *New Interchange* is superior to its corresponding section (Section 10) in *Interchange* because it allows for a variety of questions and answers (e.g. *How often...?*, *How much time...?*, *How long...?*, *How well...?*, *How good...?* as opposed to only *How often...?* in *Interchange*) on the topic of sports. This, in turn, enabled the writer to design a TBL framework featuring a more varied and interesting communication task (Section 12, "Sports Survey") based on the materials in Section 11, Unit 6 of *New Interchange*. Furthermore, unlike the previous TBL framework fashioned out of *Interchange 1* materials, this one features a language focus section (although a very modest one). The focus here (Section 13) involves the students in analyzing the difference in use between *good* and *well*.

After the writer had redesigned and taught Unit 6 of *Interchange 1* to the Tyndale Level 1 class, he discovered another task-based textbook - *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994). This textbook provided important new insights into the problem of how to design TBL frameworks that include substantial post-communication task language focus exercises. As with the other two task-based textbook series that have been cited, *Bridge To Fluency* moves students from fluency to accuracy. Each unit or "module" begins with a task section entitled "Communicate your ideas", which provides "games, problem-solving, role-playing, and simulation activities" which use target sentences and vocabulary (p. vii). This is followed by "Improve your fluency and accuracy", a second task section "that gives students the opportunity to practise and improve their control of sentences used earlier" (p. vii). The third and final section in each module is the language focus section where students "analyze the structure of these sentences and make generalizations about them" (p. vii). Since this format allows for a pre-communication task presentation or generation of target sentences and a post-

communication task language focus it may be said to follow the hybrid TBL framework.

An analysis of the modules in *Bridge To Fluency: Speaking Book 1* demonstrated to the writer why he had experienced problems in trying to design post-communication task language focus sections that consisted of more than one analysis exercise when working with materials in Units 1-6 of *Interchange 1*: the tasks in these units do not provide target sentences which feature enough different structures to allow for more intensive language analysis exercises. For example, the target sentences in Module 1 of *Bridge to Fluency: Speaking Book 1* (see Appendix 3, Figure 10, pp. 502-503) include wh-questions with *be*, wh-questions with *do/does*, yes/no questions with *be*, and yes/no questions with *do*. This allows Gatbonton to provide exercises where students compare and contrast yes/no questions with *be* and *do*, wh-questions with *do* and *does*, and first and third person present tense statements, and to make generalizations about their structural features. Compare this to *Interchange 1* (see Appendix 3, Figure 11, p. 504), where yes/no questions with *be* are presented in Unit 1 while yes/no questions with *do* are presented in Unit 4, Wh- questions with *do* are presented in Unit 2 while wh-questions with *does* are presented in Unit 5, and first person present tense statements are presented in Unit 1 while third person present statements are presented in Unit 5. This effectively rules out the kind of compare/contrast language awareness-raising exercises found in *Bridge To Fluency: Speaking Book 1*.

In order to find out how the Tyndale Level 1 class would cope with the kind of approach taken in *Bridge To Fluency*, the writer decided to teach Module 5 in *Speaking Book 1* instead of Unit 7 in *Interchange 1*. Module 5 covers the same topic as the first cycle of Unit 7 (weekend activities) and features the same grammatical structures (past tense statements, wh- and

yes/no questions in the past tense) that are presented in both cycles in *Interchange 1*, Unit 7. It was also decided that the Section 6 listening activity in *Interchange 1*, Unit 7 (see Appendix 3, Figure 12, p. 505) would be inserted into Module 5 since, as the title implies, the *Speaking* books in the *Bridge To Fluency* series do not contain listening activities. In the final design of the new program, this listening activity was replaced by the one in *New Interchange 1*, Unit 7, Section 2 which more closely modelled the group work speaking task (Section 3, "Any Questions?") which follows it.

When Gatbonton's Module 5 was used with the Level 1 class, the teacher discovered that the students could complete these tasks as well as the tasks they had encountered in the revisions to the first six units of *Interchange 1*. For example, most of the students were able to create an interesting, make-believe story about a weekend trip in "Communicate Your Ideas", Tasks 1 and 2. They also did well with the language focus exercises. In fact, in part 5 of "Language focus 1" (using pictures from Task 3 in the previous section to write sentences using regular and irregular past tense verbs) and part 1 of "Language focus 2" (writing yes/no and wh- questions in the past tense), the teacher shortened the exercise when it became clear that the students had learned the material and writing more sentences would not be an effective use of time.

There were, however, a few problem areas. Question 4 of "Language focus 1" (see Appendix 3, Figure 13, p.506), which asked students to "formulate a general statement describing regular and irregular verbs", and part 4a of "Language focus 2" (see Appendix 3, Figure 14, p. 507), which asked them to "Work with a partner and discuss the following: the role of *did* in past questions", were too difficult. But, as the practice exercises in question 5 of "Language focus 2" (using pictures to form questions) demonstrated, the students had learned the material here at least as well as any of the materials

they had worked with in *Interchange 1*. Therefore, task 1B, and 2 and significant parts Module 5, "Communicate Your Ideas" Tasks 1B and 2 and of Language Focus 1 and 2 were all adapted or borrowed directly for inclusion in the final version of Unit 7.

It is interesting to note here that Unit 7 was the first unit in *Interchange 1* that could be redesigned to include the kind of language focus phase found in *Bridge To Fluency*, using only the target grammatical structures found in that unit. This is because it includes both wh- and yes/no questions in the past tense and regular and irregular past tense verbs, thus paving the way for the kind of comparative analysis exercises found in *Speaking Book 1*, Module 5. However, redesigning all of the first seven units in *Interchange 1* to include language focus sections based on these kinds of comparative analysis exercises is not always practical unless the designer is prepared to expand the given tasks or add new tasks in order to provide practice of other, related target structures.

As the second cycle in Unit 6 demonstrated, redesigning units in *Interchange 1* in order to make them more intensive can sometimes be difficult. But, the writer was able to find several areas where alterations of this nature can be made. For example, in the *Interchange 1*, Unit 1 cycle which focuses on asking for personal information (see Appendix 3, Figures 1-2, p. 1), there appears to be no reason why yes/no questions with *do* (e.g. "*Do you have any children?*", "*Do you speak French?*") cannot be included along with yes/no questions with *be*. As was mentioned earlier, this is what was done in the final version of Unit 1 (e.g. Section 3, "Problem-solving: Grammar Words").

It was also decided to present *Interchange 1*, Unit 5, as Unit 3 in the new program in order to take advantage of the relationship between the target structures in these units. For example, in Unit 2, students talk about what they

do by using *wh*- questions with *do* in the second person (see Appendix 3, Figure 15, p. 508), In Unit 5 they talk about what their family members do by using *wh*- questions with *do* in the third person (see Appendix 3, Figure 16, p. 509). Doing these units consecutively produces an even flow that leads to a language analysis activity comparing *wh*- question with *do* in both the second and third persons in Unit 3, Section 10. Where alterations such as this are practical and can be used to set-up comparative language analysis activities, the writer recommends that they be made.

Trying to add a language focus phase to the reading sections in *Interchange 1* also created problems for the writer. This was largely due to the nature of the texts which the authors have selected. For example, the reading activities in *Interchange 1*, Units 3 (see Appendix 3, Figure 17, p.510), 4 (see Appendix 3, Figure 18, p.511), and 6 (see Appendix 3, Figure 19 p. 512), do not involve students in reading texts where connected sentences form paragraphs. In Unit 3 they are asked to read shopping advertisements which do little more than display the name of the store and list the items for sale. Unit 4 provides students with a list of statements that have been extracted from essays written by American college students on the subject, "Is TV good or bad?" In Unit 6, students are asked to complete a fitness questionnaire.

The kinds of reading activities in these units can provide students with opportunities to practice skimming and scanning, but they provide few opportunities for language analysis. When it came time to teach these sections to the Tyndale Level 1 class, the writer was unable to find any linguistic features in these materials which could form the basis for a language analysis phase.

This problem was solved, however, by using the end-of-unit reading activities in *New Interchange 1* in the final version of the new program. These reading texts always present examples of discursive writing and, therefore,

provide opportunities for analysis of language in use. For example, after having the students read the text "The Sound of Music", in Unit 4, the writer designed a language focus section (Section 11C) in which the students analyze sentences from the article in order to discover different uses for the word *like*.

Another problem involving the language focus phase which the writer had to come to terms with was how to design post-analysis language practice activities. Given the kinds of practice activities Willis (1996) recommends, this sometimes proved to be difficult. Among her recommended activities are repetition with a progressive increase in speed of useful phrases or dialogue readings by individuals, pairs, large groups or the whole class in chorus; unpacking long sentences (rewriting a long sentence using as many short sentences as possible in such a way as to convey the same information but without repeating any facts) repacking sentences (packing all the information from the short sentences back into one long sentence without referring back to the original long sentence); cloze tests, memory challenges, or odd one out activities involving concordances for common words; dictionary exercises, and progressive deletion. Some of these activities (e.g. unpacking/repacking sentences) are not practical for use with false-beginner-level students because they are too difficult.

The only activities the writer was able to use during the pilot project were repetition of a dialogue, and progressive deletion. Repetition of a dialogue with a progressive increase in speed was done, for example, using the dialogue in Unit 1, Section 1, "Conversation: Tony Meets Ana, of the new program. The teacher assigned half the class to each part and had them practise speeding up the dialogue to see how fast they could do it. The students found this to be fun.

Progressive deletion was used with the dialogue in *Interchange 1*, Unit 4, Section 3 (see Appendix 3, Figure 20, p. 513). The original purpose in giving

this dialogue to the students was to have them listen for the intonation patterns which are used with yes/no questions with *do*, and wh- questions with *do*, and see if they could figure out the rules which govern the use of intonation in these two kinds of questions. Once this was done, the writer had the students turn their dialogue sheets face-down and look at the board, where the dialogue had also been written. He drilled the *do* questions chorally and then asked individual students to read each line of the dialogue out loud, making sure that they used the correct intonation with the *do* questions. As they read, the teacher deleted a word or even a whole phrase from that line. As the words were deleted, he continued to call on students to read lines of the conversation as if they were still complete. The students clearly enjoyed the challenge involved in doing this activity although some of the weaker students appeared to be intimidated by it. The writer dealt with this by asking them for the easiest lines. In the end, the class was able to get through the whole dialogue with no words left on the board. This activity definitely had the effect of increasing concentration and livening up the class. The writer now believes that this kind of activity should be used more often.

This particular example of progressive deletion was not included in the final version of the new program because it was decided to introduce yes/no questions with *do* along with its intonation pattern in Unit 1. This allowed students to ask a wider range of questions when requesting personal information and for analysis activities that compare yes/no questions with *do* with yes/no questions with *be*. It was, however, used in other places (e.g. Unit 4, Section 3D and Unit 5, Section 4B, and Unit 6, Section 3C).

It is important to point out that the students almost invariably did very well with the post-communication task analysis and practice activities the writer managed to include in the course. This demonstrated that they were able to

use the communication tasks to process much of the language involved for meaning and then use the language focus phase to deepen their knowledge of the forms which carry that meaning.

3.2.1.3 Issue 3: Incorporating Knowles' principles of andragogy into the design of the new Tyndale Level 1 program

Table 3: Materials in Appendices 1 and 2 referred to in this section

| Task title | Source | | Tyndale Materials | |
|------------------------------|---|--------------------|---|--|
| | Published materials | Original materials | Appendix 1: Student book | |
| Conversation: Tony meets Ana | <i>Tyndale Level 1A</i> , Section 1, p. 1 | | Unit 1, Section 1, pp. 149-150 | Appendix 2: Teacher's guide |
| Warm-up 1-3 | <i>Atlas 2</i> , Unit 2, p. 17 | | Unit 3, Section 1, Meet The Family, pp. 182-183 | Unit 1, Section 1, p. 289 |
| Word Power: The family | <i>New Interchange 1</i> , Unit 5, Section 1, p. 28 | | Unit 3, Section 2, p. 183 | Unit 3, Section 1, Meet The Family, p. 338 |
| | | | | Unit 3, Section 2, p. 340 |

Research in the field of adult education (e.g. Knowles, 1970, 1984) has revealed that children and adults do not always learn in the same way or have the same learning needs. Therefore, it was decided that any new program aimed at adult learners should take into consideration Knowles' (1970) principles of andragogy (outlined in sections 2.4 - 2.4.1.4). According to Knowles, adult curriculums should be more problem-centered than subject-centered, should encourage adult students to be self-directed learners, using their life experience to facilitate the learning process, and should cast the teacher in the role of a facilitator.

Given the structure of the TBL frameworks that are being used to design the new Level 1 program, it was decided that the influence of Knowles' principles would be felt most strongly in the design of the pre-task sections of the TBL frameworks. The new program could be made more problem-centered and learner-centered by introducing topics and generating target structures through pair/group work problem-solving activities rather than through teacher-fronted presentations or teacher-led discussions.

The teacher introduced the students to the type of problem-solving activities that can be used to activate phrases and grammatical structures in the self-introductions TBL framework that was used to begin the first class. Here, instead of using the materials in *Interchange 1*, the self-introductions page (p. 8) of the Tyndale Level 1A materials were used. The Tyndale activity has the advantage of presenting students with a series of pictures of two people meeting for the first time and invites them to match phrases to what the people in the pictures are saying instead of simply presenting the language of greetings and self-introductions as is done in *Interchange 1*. This adds an element of problem-solving to the activity and activates life and language experience schemata in the learner.

Another possibility here for presenting self-introductions would be to have the teacher try to elicit the necessary language. But with this approach, the stronger and more confident students would likely monopolize the provision of the answers rather quickly, and the weaker students would be ignored or neglected in this teacher-student exchange. By using pictures with blanks to fill in, it was felt that all the students would be given the opportunity to think about the answers and to try and solve the problems themselves. Then, since they are sitting in groups and can check their answers with other students before engaging in whole-class feedback, the stronger students would have an

opportunity to act as teachers and help the weaker students who may have experienced problems or made mistakes.

By allowing students to work in pairs or groups and use their linguistic knowledge and life experience to solve problems, they may often be able to teach themselves and direct their own learning while using the teacher as a resource person. These are important elements in both the principles of andragogy and in TBLT. This type of approach should be particularly suitable for Level 1 False-Beginners. Unlike the Level 0 Total Beginners, who are coming into contact with the language for the first time, Level 1 students will often be pushed to recall language that they have been exposed to in the past but have since forgotten and will thus give the teacher an idea of what "gaps" need to be filled, what previously learned language needs to be reviewed, and what new language has to be taught.

When this problem-solving activity was actually done with the students, the teacher's instincts were proved correct. Having to solve a problem appeared to focus their concentration and make demands on their reasoning powers in a way that a straightforward presentation could not. As anticipated, most of the students were reasonably familiar with self-introduction phrases and were able to figure out the dialogue.

The writer continued to use these kinds of fill-in-the-blanks problem-solving activities to activate target phrases and structures throughout the course. The one problem with this kind of approach that was encountered in the first few units is that sometimes the writer would include too many blanks, resulting in many students either not being able to complete the exercise or, taking a very long time to do it. For example, in *Interchange 1*, Unit 3, Section 8, "Grammar Focus" (see Appendix 3, Figure 22, p. 514), the writer redesigned the "prices" dialogues so that students would have to arrange jumbled sentences

into the correct order. This, however, proved to be too difficult. Therefore, in the final version in the new program (see Appendix 1, Unit 4, Section 4, p. 184), the new version of the dialogues (rewritten to include *which* and *one/ones*) include only a few blanks for the students to fill in. When designed so as not overwhelm students, these kinds of problem-solving exercises proved to be an effective way of presenting target language and getting students to work at discourse structure and begin processing the language before they have use it in a communication task.

Problem-solving activities can also be used to activate topic-related vocabulary words students will need to carry out a communication task, as well as for activating target sentences and phrases. Perhaps the best example of this occurred in the pre-task section the writer designed for the new opening TBL framework in Unit 3, "Meet The Family", which focuses on asking about and describing families. The communication task in this framework is to have students ask a partner questions about their family and use the information to draw their partner's family tree. In the new framework, the teacher decided to begin the pre-task phase with *Atlas 2*, Unit 2, Warm-up 2. In this task, the students are presented with six pictures showing different families and descriptions of families. The task is to match the pictures to the descriptions.

This task is a particularly good one to begin generating the vocabulary needed to talk about family members because it not only reviews words students will probably already know, such as *child*, *children*, and *grandparent*, but it also allows them to use the pictures to try and figure out for themselves the meaning of words they may not know, such as *stepparent* and *adopted*.

After the matching task, the students can discuss which picture shows a typical North American family. Then, to generate more family-related vocabulary, the students are given *Fast Forward 1*, Unit 1, Section D3 (see

Appendix 3, Figure 23, p. 515). In this task, students are provided with a family tree of a woman named Suzanne and are asked to work in pairs to match family terms (e.g. cousin, niece, sister-in-law) to the pictures in the family tree. (This task was replaced in the final design of the new program by Section 1: "Word Power" in Unit 5 of *New Interchange 1* which is easier to read and allows students to write the terms directly under the pictures instead of matching pictures to numbers.) By doing this task, the students may be able to gain an understanding of any unknown terms by using the process of elimination and by pooling their current knowledge with that of their partner. Thus, through the use of these two pre-task sections, the teacher may be able to lead students, through a process of self-discovery, to an understanding of the terminology of families without ever having to actually explain any of these terms. This, of course, is ideal for adults who value being self-directed learners and for beginner-level students who are always in danger of misunderstanding verbal explanations.

When this pre-task phase was done with the students, the writer's guess that he could generate the target vocabulary without having to actually teach the words himself proved to be correct. Every student in the class seemed to know the basic family words such as *mother, father, brother, sister*. In the opening matching task, virtually all the students were able to get the right answers either by doing it themselves or by checking their work with a partner. However, trying to get them to figure out which adult in picture 6 is the stepparent and which one is the birthparent was, at the time, surprisingly difficult. The students did not know what the prefix *step* referred to and were unable to make the connection (or were unwilling to risk guessing incorrectly) that *step* must somehow refer to the man in a family picture that consisted of a black husband, a white wife and white children. It seems either that the writer underestimated the difficulty

involved in inferencing here, or that in the cultures represented in the class, the concept of *stepparent* may have been foreign. Therefore, a future version of this task should allow for the option of exploring with the students what other cultures do/have as a related concept.

The remaining tasks in the pre-task phase, however, were appropriate. The writer only had to monitor the students' work and let other students address any problems that did come up.

3.2.1.4 Issue 4: Using pair/group work tasks with adult students used to teacher-centered instruction

Table 4: Materials in Appendices 1 and 2 referred to in this section

| Task title | Source | | Tyndale materials | |
|------------------------------------|--|--------------------|---|--|
| | Published materials | Original materials | Appendix 1: Student book | Appendix 2: Teacher's guide |
| Conversation: Tony meets Ana | <i>Tyndale Level 1A</i> , Unit 1, p. 1 | | Unit 1, Section 1, pp. 149-150 | Unit 1, Section 1, p. 289 |
| Interchange 1: Press Conference | <i>Interchange 1</i> , Unit 1, pp. 102 and 104 | | Unit 1, Section 12, Role Play, pp. 161-162 | Unit 1, Section 12, Role Play, pp. 305 |
| Interchange 1: Getting To Know You | <i>New Interchange 1</i> , Unit 1, p. IC-2 | | Unit 1, Section 8, Talking About Names, p.158 | Unit 1, Section 8, Talking About Names, p. 302 |
| Word Power: Jobs | <i>Interchange 1</i> , Unit 1, Section 3, p. 3 | | Unit 2, Section 2, p. 169 | Unit 2, Section 2, p. 319 |
| Word Power: Materials | <i>New Interchange 1</i> , Unit 3, Section 7, p. 17 | | Unit 4, Section 9, p. 208 | Unit 4, Section 9, p. 282 |
| What's The Question | <i>Interchange 1</i> , Review of Units 1-3, Section 3, p. 21 | | Review of Units 1-4, Section 3, p. 223 | Review of Units 1-4, Section 3, p. 398 |
| Word Power: Entertainment | <i>Interchange 1</i> , Unit 4, Section 2, p. 22 | | Unit 5, Section 2, p. 226 | Unit 5, Section 2, p. 406 |
| Expenses | <i>Interchange 1</i> , Unit 3, Section 2, p. 14 | | Unit 4, Section 2, p. 201 | Unit 4, Section 2, p. 368 |

| | | | | |
|----------------------|---|--|---------------------------|---------------------------|
| Entertainment Survey | <i>Interchange 1</i> , Unit 4, Section 6, p. 24 | | Unit 5, Section 3, p. 227 | Unit 5, Section 3, p. 408 |
|----------------------|---|--|---------------------------|---------------------------|

Attempting to use a task-based approach which constantly involves pair/group work to solve problems or to carry out communication tasks created the problem of how to get adults who are used to a teacher-centered approach to actually work cooperatively with others and not rely solely on themselves or the teacher. This was a problem the writer struggled with for most of the course. The first indication that this was going to be a problem occurred in the opening self-introductions task of the first class (Tyndale Materials Level 1A, Section 1: "Conversation: Tony Meets Ana"). When the writer instructed the students to mingle and introduce themselves to at least four of their new classmates, all but three or four of the twenty students simply stood in front of their chairs and introduced themselves to the people standing next to them. Even when the writer, using a hand gesture, tried to encourage several students to "come over here, talk to ..." almost all of them chose to remain in one spot.

The most likely explanation for the students' reaction to the mingle task is that they were being asked to do something which was unlike any task they had ever been asked to do before in a classroom. In fact, later in the course, a conversation with several students who are over the age of forty (the dominant age group in the class) and from Eastern Europe (the region of the world most represented in the class) revealed that they had learned Russian and some of the English they already knew through the translation method. Thus, a mingle task was completely foreign to them, and they simply chose to do the task in a way in which they felt most comfortable, regardless of what the writer wanted. This is an example of why a teacher must always consider age, cultural, and

educational background when designing materials and give careful consideration to how to introduce students to activities which may be unfamiliar to them.

The writer experienced similar problems when trying to get students to share the workload of an assignment. For example, *Interchange 1*, Section 10, part 2 (see Appendix 3, Figure 2, p. 1) requires students to write five yes/no questions with *be* about classmates or famous people and then ask these questions in groups. The writer decided that this should be done as pair work. However, some of the students wanted to write five yes/no questions themselves and were not content to think of only two or three and let their partner provide another two or three in order to come up with five. Thus, when the teacher circulated throughout the class, he discovered that, in a few cases, one student would be finished while his or her assigned partner had only been able to think of three or four questions and was struggling to come up with one or two more. It was almost as if they felt they were cheating if they borrowed a sentence from their partner or that they wanted their own unique, personal set of five questions. It must also be pointed out that this task does not fit the definition of a communication task and was, therefore, replaced in the final version of the new program by tasks such as the adapted versions of "Interchange 1: Press Conference", in *Interchange 1* and "Interchange 1: Getting To Know You", in *New Interchange 1*, which involve more communicative use of yes/no questions with *be*.

Getting students to engage in this kind of pair/group work is important, not only because of the practise in speaking, listening, and negotiation of meaning it promotes (Long, Adams & Castanos, 1976; Long, 1981; Doughty & Pica, 1986), but also because some assignments would otherwise take too long to complete. The assignment involving the writing of five yes/no questions

referred to above took twenty minutes. If the teacher had assigned each student to come up with his or her own five questions, it would have taken even longer.

It was evident from very early on in the course that the students would have to be taught to work cooperatively. The writer, therefore, began to experiment with tasks whose procedures are set up in such a way so as to compel the students to engage in cooperative work. For example, in pair work tasks that involved written work (e.g. the opening self-introductions task: "Conversation: Tony Meets Ana"), he adopted the strategy of providing each pair with one teacher-prepared worksheet in order to encourage them to work together to produce one piece of shared work. Then, in order for both students to have a written record, one student could keep the worksheet and the teacher could make photocopies for the other.

The writer also began training the students to work cooperatively by using a strategy that would be maintained for the duration of the course when monitoring pair/group work - that of always directing a student's questions to other students sitting at the same table (or even at another table if necessary) and never providing the answer to a problem unless nobody else in the class had found the solution. This was done to combat the students' tendency to always wait for the teacher to help them rather than consult a classmate. He then supplemented this strategy by stressing the ideas that it is usually faster to consult a classmate about a problem than to wait for a visit from the teacher and that students can get more speaking and listening practice by working cooperatively.

The strategy of always returning a student's question to another student did not result immediately in widespread cooperative learning. Nor was it always possible to design all tasks so that one worksheet would be shared by

two students. Therefore the writer experimented with several other procedures designed to promote cooperative learning. In *Interchange 1*, Review of Units 1-3, Section 3 "What's The Question", the writer used an approach that involved group leaders as suggested by cooperative learning theory (Abrami et al., 1995) In this section, students are provided with answers to questions and are required to write the questions. Following cooperative learning procedures, the students were arranged in groups of three with the strongest student in each group designated as the group leader. The leader's role was to make sure that all group members worked through the problems at a uniform pace. The writer explained (and demonstrated) that the group leaders were not to wait for their fellow group members to ask them a question. Instead, once they had solved one of the problems themselves, they were to ask the other members if they had the answer yet. This instruction was given because often cooperative learning was not occurring because students would consult only with the teacher when they had a problem. A new seating plan was also used. All three group members would now sit on the same side of a table with the group leader in the middle. This would allow the group leader easier access to the other two group members.

The new approach to group work had an effect on how the students went about the exercises. Only on a couple of occasions did the teacher have to remind a group leader that someone was falling a little behind. Sometimes, however, it was not the group leader's fault that everyone was not on the same question because some group members did not want to consult with anyone until they had thought the problem through themselves. In cases like this, the group leader would sometimes go on to the next question rather than wait for the person to come up with an answer. It should also be noted that in some groups there was another student who was just as good at this exercise as the

group leader and therefore tended to go at his or her own pace. This problem could be addressed by allowing different students to take turns at being leaders in future classes. Overall, though, the assignment of a group leader promoted more cooperative problem-solving than simply telling the students to work together to solve the problems. It also helped the weaker students finish the task more quickly because they did not have to rely as much on the teacher to help them.

The writer experimented with a different approach for getting students to work together in a pre-task activity to activate new vocabulary words. In Units 1 and 2 the teacher had tried, but only partially succeeded, in getting students to cooperate in filling in the "Word Power" sections before consulting him about any words they did not understand (see Appendix 3, Figure 24, p. 516 for an example of an *Interchange 1* "Word Power" section). In the new procedure, which was borrowed from *Atlas 2*, Unit 1 (see Appendix 3, Figure 25, p. 516), and tried out with *Interchange 1*, Unit 3, Section 4, students go over the words with a partner and put a check next to the words they both know. If one student knows a word his or her partner does not, he or she tries to explain it to the partner. If neither partner knows they try asking another student sitting at their table. Finally, if nobody knows, they ask the teacher or look in a dictionary.

The writer had written this peer consultation procedure on the board and engaged the students in a discussion involving how they could use mime or examples to explain the meaning of a word in English. He also tried sitting at the front of the room, rather than circulating amongst the students, as a subtle way of encouraging them to consult their classmates before calling on the writer. However, once again the writer discovered that telling these adult students to do something does not mean that they will do it. Some of the students were still quick to call on the writer if they encountered an unknown

word. Few of the students had a dictionary, and the others did not seem interested in buying one.

The writer decided to try another approach to encourage peer-consultation when the "Word power" section in *Interchange 1*, Unit 4 (p. 22) was used in the new pre-task phase for a TBL framework focusing on entertainment likes and dislikes. He wrote the vocabulary words on cards (three words per card), put the students in groups, and gave one card to each member of every group. The students then had to take turns reading the words on their card to the other students in the group. This created a situation in which the students who knew the words could try to explain them to those who did not. Then, after they had finished the task, the writer conducted an all-class feedback session in which each group reported which words nobody in their group knew or that they were unable to successfully explain to their fellow group members.

When implemented in the classroom, this approach had the desired effect of requiring group work. It also allowed the writer to stand back and have the students work totally on their own until the feedback stage. Sometimes, as expected, the readers had to show their fellow group members a word on their card because of pronunciation problems, but this can be viewed as another facet of group work. In the end, the only words the teacher had to explain were *thrillers* and *soap operas*.

Promoting group work in communication tasks was also an issue. Here, the main problem was finding a way to structure a communication task so that all members of a group would have to participate and contribute to achieving an outcome and not have a situation where one or two dominant group members do most of the work. This was a problem particularly in open, as opposed to closed, tasks. Generally speaking, closed tasks are less difficult than open tasks, especially for low-level students, because it is easier for the students to

evaluate their success when there is a specific goal to meet (Nunan, 1991). However, it must also be remembered that much of the interaction in the world outside the classroom is not specifically goal-oriented. People engage primarily in open-ended talk, and teachers have an obligation to prepare students for this.

It is necessary, however, to provide false-beginner-level students with communication tasks which are not too open-ended. The "Entertainment Survey" in *Interchange 1*, Unit 4 is an example of an open-ended communication task aimed at false-beginners that needs to be structured differently. In Section 6, part 1, according to the *Interchange 1* Teacher's Guide, groups of students are supposed to "have a free discussion on entertainment and entertainers ... with emphasis on fluency, not on accuracy" (p. 39). As mentioned in section 3.4, the writer elicited possible questions students could use in the discussion and even took the precaution of playing them a tape of native speakers doing the task in order to make it clear to them how the task is supposed to work. However, when the students did the task, they did not engage in a group discussion as had been demonstrated on the tape. Instead, they began by asking the person sitting beside them the same questions that the teacher had elicited from them. Then, when they had finished, they asked the same questions to the people sitting directly across from them on the other side of the table. That is, they did not engage in a discussion involving three or four people, or elaborate beyond the target questions as had been demonstrated in the recording.

Part 2 of the same activity (*Interchange 1*, p. 24) was also informative to the writer. Here, students had to take turns asking about the topics listed in the "Our Group Favourites" chart and have a group secretary fill in the chart.

However, the strongest one or two students in each group tended to dominate the proceedings, asking all the questions and doing all, or almost all, the work.

These tasks demonstrate that teachers have to aim for a balance between providing students with opportunities to engage in real-world-like open-ended conversation and ensuring that an actual group conversation will take place. The writer recommends that in the future, instead of generating target questions that all the students are then free to use, each student should be asked to write their own questions or the teacher should assign each student questions to ask to the other group members. The students would not be allowed to move on to another question until each member of the group has made a contribution to the question under discussion. This way, it would still be an open task, with the non-specific goal of comparing entertainment likes and dislikes, but it would be structured in a way to promote full group participation and topic coverage. Students would still be encouraged to raise any further questions that come to mind during the discussion as a way of promoting genuine communication.

Finally, another problem involving group work that occurred in the communication task cycle phase was getting students to work together to plan reports of the work they had done in the communication task. This was the case because the limited scope of false-beginner-level reports made it difficult to get all the members of a group involved in the planning stage for any sustained period of time. For example, in the TBL framework created using *Interchange 1*, Unit 3, Section 2, the report stage consisted of having group spokespersons tell the class the biggest and smallest average monthly expenses for their group. This only required simple sentences such as "*Our biggest monthly expense is...*". In the report stage of the Unit 4 Entertainment Survey mentioned above, on the other hand, the report stage required sentences such as, "*Most people*

like ...", and *"We can't agree on a movie."* This caused problems because a strong student in each group was often selected to be the group spokesperson for the report stage and would decide how to phrase the report. If this person planned the report using incorrect grammar, the other students were usually not able to monitor and correct this or offer alternatives. This observation is supported by Crookes (1989) who found that planning did not affect the accuracy of the language produced. This meant that while the teacher was working with one group, most of the other students in the class (those not preparing to be the group spokesperson) did nothing except wait for the report stage to begin.

The writer tried to deal with this problem by first working with the whole class to elicit/teach a few phrases that could be used in the reports before allowing groups to work on their own. This resulted in more focused planning sessions because students now had a concrete point of departure from which to begin their planning efforts. It also enabled groups to plan their reports more quickly. However, it did not solve the problem of stronger group members doing all the work. Therefore, the writer established a rule whereby every student in the class had to take a turn at being a group spokesperson. A few of the weaker students were initially somewhat reluctant to do this, but they were persuaded to take their turn once they were assured that they would be given a chance to practice giving the report to their fellow group members before being asked to stand up and deliver it to the whole class. The writer also instituted a rule whereby the spokesperson could not also be the report writer. These two rules resulted in greater sharing of the workload amongst the various group members. It also had the effect of requiring the weaker students to have some involvement at the planning stage at least half the time, given that groups typically consisted of four members.

After the system of turn-taking for the group spokesperson's and writer's role was implemented, the writer noticed that more planning and negotiation tended to occur amongst the various group members when weak, rather than strong students, were assigned the role of group spokesperson. The writer also discovered that the addition of a practice stage for the group spokesperson would sometimes provide him with an opportunity to elicit modifications or additions to the report after the group members had listened to the group spokesperson give the report. However, it must be pointed out that the reports given by Level 1 students are so short that they rarely required intensive planning sessions. Furthermore, the system of turn-taking for the spokesperson's role did not result in weaker students making planning suggestions, nor did it involve them much in planning sessions when they were not assigned the role of group spokesperson or, to a lesser extent, the role of report writer.

Despite all these drawbacks, the weaker students appeared to become more comfortable and confident at speaking in front of others as a result of their experience as group spokespersons. It was also clear that a number of students in the class would not want to assume the role of group spokesperson without a planning stage. Therefore, for this reason (and not so much because of Willis' claim that the planning stage allows students to develop more accuracy), the planning stage was maintained as part of the TBL framework for the duration of the pilot project and as part of the TBL frameworks in the final version of the new program.

3.2.1.5 Issue 5: Using controlled-practice enabling tasks

Table 5: Materials in Appendices 1 and 2 referred to in this section

| Task title | Source | | Tyndale materials | |
|--|--|--------------------|--|---|
| | Published materials | Original materials | Appendix 1: Student book | Appendix 2: Teacher's guide |
| B3 | <i>Fast Forward</i> 1, Unit 9, Section B3, p. 47 | | Unit 5, Section 7, "Week Planner", p.231 | Unit 5, Section 7, "Week Planner", p. 417 |
| Grammar Focus: Would; verb + to + verb | <i>New Interchange</i> 1, Unit 4, Section 9, p. 24 | | Unit 5, Section 6B, Pair work, p. 231 | Unit 5, Section 6B, Pair work, p. 416 |

Another issue the writer had to contemplate when designing pre-task and communication task phases of TBL frameworks was the following: were there instances when students would benefit from doing an enabling task in the form of a controlled practice activity to prepare them for doing a communication task? According to Estaire and Zanon's TBL framework, pre-communication tasks which follow the presentation of new language and focus on accuracy are perfectly acceptable. Willis, on the other hand, advocates post-task analysis of language. The writer, therefore, knew there might be situations where he would have to make a decision regarding this difference in the two frameworks, given the materials and students he was working with. In most cases, because the communication tasks only required a few target sentences, there was no problem with moving directly to them once the necessary topic-related vocabulary and target sentences had been activated.

In a few cases, however, such as the "making invitations" TBL framework, done as part of Unit 4 of *Interchange 1*, the issue was not so clear cut. The communication task "Week Planner", was taken from *Fast Forward 1, Unit 9, Section B3* and involves having students invite their classmates to go to different events and come up with a schedule of events they will attend over the course of a week. To prepare the students for this task, the teacher tried to elicit how to make, accept, or politely refuse an invitation. Eliciting how to make an invitation ("*Would you like to go to ...*") proved to be no problem. However, the teacher was not able to elicit how to accept or politely refuse an invitation and was faced with having to give them the example target sentences provided in *Fast Forward 1*: ("*Yes, I'd love to/that would be nice/all right. Sorry, I'm afraid I can't/I'm ... (playing tennis)/I don't like ... (the cinema).*" This was one of the few times in the course when the teacher had to present, rather than elicit, a series of target sentences.

This problem raised two basic questions for the teacher: 1) should the teacher present only two, instead of three, ways each for accepting or politely refusing an invitation, and 2) should the students move directly to the communication task, or should they first do the enabling task provided in *Fast Forward 1* in order to practice the target sentences before using them in the more demanding communication task? The writer decided to take the conservative route. He decided to teach only two ways each for accepting and politely refusing an invitation and to do the enabling task in Section B2, (see Appendix 3, Figure 26, p. 517). In this enabling task, students are provided with a list of ten activities (e.g. go to the cinema, go to the beach, go to a club, etc). They are instructed to work in pairs and take turns inviting each other to these events and to answer truthfully.

When the students participated in the communication task (Week Planner), they were successful in that most of them were able to come up with a complete schedule of events for the entire week. However, despite having done the enabling task and being able to refer to the language of accepting and refusing on the task sheet, some of the students did not use the target sentences in accepting or politely refusing invitations. Perhaps they were too focused on filling their schedule for the week to be concerned with making a proper acceptance or refusal, or perhaps they needed a post-communication task practice activity to help consolidate the target sentences. In any event, it seems reasonable to assume that, as a class, they would have had even less success in properly accepting or politely refusing invitations if they had not done the enabling task.

This enabling task was, however, replaced in the final version of the new program, by Section 9A, "Grammar Focus", in Unit 4 of *New Interchange 1*. In the *New Interchange* exercise, students are asked to write truthful responses to invitations and then practice them with a partner. It is hoped that writing responses first will help students internalize them more than will oral practice alone.

Overall, then, it seems that there are situations in which having a controlled practice enabling task before the communication task is useful. The situations most suited for this would seem to be those in which the students are faced with having to use a variety of target sentences which may be difficult to remember or use within the context of a communication task unless they have had an opportunity to practice them first. Indeed, an appropriate procedure for helping students retain the language they have practiced and used would be to recycle the material over the course of several lessons.

3.2.1.6 Issue 6: Teaching students language learning strategies

Table 6: Materials in Appendices 1 and 2 referred to in this section

| Task title | Source | | Tyndale materials | |
|--------------------------------|---|--------------------|---------------------------|-----------------------------|
| | Published materials | Original materials | Appendix 1: Student book | Appendix 2: Teacher's guide |
| Problem-solving: Grammar words | - | K. Rooney | Unit 1, Section 3, p. 152 | Unit 1, Section 3, p. 295 |
| Snapshot | <i>Interchange 1</i> , Unit 3, Section 1, p. 14 | | Unit 4, Section 1, p. 200 | Unit 4, Section 1, p. 366 |
| Word Power: Entertainment | <i>Interchange 1</i> , Unit 4, p. 22 | | Unit 5, Section 2, p. 227 | Unit 5, section 2, p. 408 |
| Daily Schedules and Habits | - | K. Rooney | Unit 6, Section 1, p. 237 | Unit 6, section 1, p. 426 |

To help students learn more efficiently and become self-directed learners both in the classroom and in the outside world, the writer decided that he would incorporate the teaching of learning strategies such as *brainstorming*, *classifying*, *scanning*, and *predicting*, into the new Level 1 program. This is a concept that was borrowed from the *Atlas* series and also supported by others in English language teaching (e.g. Dickinson, 1987; Oxford, 1990). An example of how the writer introduced strategies such as these can be seen by looking at Unit 1, Section 3 of the new Tyndale program, an original activity designed by the writer. In this section, pairs of students are asked to share one worksheet and to work together to fill in the blanks with the words in the answer bubbles. After the exercise has been completed, students are asked why they think each

pair was given only one worksheet. The writer then introduced the term *cooperating* ("sharing ideas with other students and learning together") and had the students write it down on a notebook page reserved for keeping a list of learning strategies. This was then followed by a class discussion about how using this strategy will help them learn English. The teacher introduced other learning strategies in the same way, by having students use the strategy and then providing them with the corresponding definition.

Once a strategy had been introduced, the teacher was able to reinforce it by using it in other units. For example, *brainstorming* was introduced in *Interchange 1*, Unit 3 to generate a list of monthly expenses. It was then used again in *Interchange 1*, Unit 4 to make a list of different kinds of music, and in *Interchange 1*, Unit 6 to generate a list of leisure activities. Using these terms allowed for efficiency in giving instructions (e.g. the teacher can simply say "classify these words...") and was intended to give the students some insights into the process of language learning which they can continue to use in their efforts to learn English.

Another way to help students improve their knowledge of learning strategies is to begin by asking them what strategies they have used (or are currently using) to learn a second language successfully. Students can be encouraged to continue using these strategies and then be introduced to other strategies they may find useful. A teacher should always remember, however, that the usefulness of a strategy should be made clear to the students. Students will only adopt a new learning strategy if they feel a need for it, or are convinced that it will be effective for them.

3.2.1.7 Issue 7: Designing and implementing a self-evaluation stage

According to Knowles' principles of andragogy, adult students have a propensity for being self-directed learners. One way to take advantage of this is to make use of end-of-unit self-evaluation exercises. These kinds of exercises can be designed to allow students to monitor and evaluate their own progress and to identify their own preferred style of learning. This is, therefore, another way to focus on the learning process and help students develop strategies that will help them to learn. Furthermore, keeping personal records such as these increases a student's sense of achievement and fosters intrinsic motivation. These are important notions in courses for adults who, as Knowles informs us, are characteristically interested in learning for immediate application.

To develop self-evaluation exercises for the new Tyndale Level 1 course, the writer decided to use the self-evaluation pages in the *Atlas* series as his model. The *Atlas* model was chosen because of its comprehensiveness. On a typical evaluation page in *Atlas 2*, (see Appendix 3, Figure 27, p. 518), for example, students are asked to write down five new words and three new sentences they have learned. They are then asked to evaluate their ability to perform certain skills that were covered in the unit by checking off boxes in a chart, to evaluate what areas need more practice, and to say how they could go about getting more practice. The writer included all these kinds of questions in the self-evaluation page given to the students at the end of Unit 1 (see Appendix 3, Figure 27, p. 518).

When the students were assigned to complete the evaluation sheet, it was immediately clear that few, if any of them, had ever been given an assignment like this before. They did not seem to know what to make of it. Few

of them were able to think of five new words they had learned, and the teacher had to remind them constantly to look over the handout sheets for the unit if they were stuck.

The students did not fare much better with part 2, which asked them "to write down three new sentences or questions you learned". Many of them took a long time to come up with one or two.

Part 3 also caused confusion. This seemed to be because the answer to a question such as "*Can you exchange personal information?*", with the possible answers being a choice between "*yes*", "*a little*", and "*not yet*", depends on the student's point of view. To a false-beginner, who may not feel confident enough yet to use English in a real-life situation, the answer might be *no*. The teacher had to elicit questions such as *What's your name?*, and *Where are you from?*, from some of the students to get them to attempt an answer.

Unfortunately, the class ended before most of the students could finish this section. Fifteen minutes had not been enough time for the students to complete this self-evaluation page.

Nonetheless, the writer decided not to give up on this kind of self-evaluation. It was hoped that maybe the first evaluation would make the students more aware of new material in Unit 2 as they encountered it. It was also decided that this self-evaluation page had been too difficult for the students. Therefore, it was decided that, beginning in Unit 2, they would only be asked to come up with three new words and two new sentences. Furthermore, the writer would try to help students see the value of self-evaluation activities by explaining that the results would be of help to him in monitoring their progress and figuring out ways to help them in future classes.

The students showed a slow but steady improvement in their ability to do self-evaluation pages in subsequent units. Even in Unit 2, most of the students

managed to come up with the three new words and two new sentences that were called for although this was still quite time consuming. By Unit 3 they began to show improvement when discussing how they could get more practice using the skills they had learned in this unit. For example, they mentioned that to get more practice asking for prices, they could go into a store, pretend to be interested in buying something, and ask questions to store clerks. One student even had the foresight to mention that if he did not practise using phrases such as, *thanks anyway, I'm just looking*, he would not remember them for very long. Discussions such as these did seem to make it clearer to students why we were doing self-evaluation exercises at the end of each unit. It may also have made them focus more on the language they used in the unit. Therefore, it seems that since this idea of self-evaluation is new for students (who may not see the value of it), a teacher will have to be patient in convincing students of its value.

It should also be mentioned that the writer considered following Estaire and Zanon's suggestion of sometimes having a self-evaluation exercise after a TBL framework rather than only at the end of a unit. The writer decided against this, however, because the kinds of questions Estaire and Zanon recommended (e.g. "What could be changed? How?") were deemed to be either too difficult for false-beginners, too time consuming, or, again, expected too much of students used to traditional instruction. The writer also felt that the students would be unhappy if they were asked to do self-evaluation tasks more than once in a unit. One way around this problem, though, would be to use short, informal evaluation questions. Another possibility would be to leave the self-evaluation for the students to do as a homework assignment. Any such assignments should, however, be voluntary. Students will not feel the need for doing these kinds of assignments unless they believe it will improve their English.

3.2.1.8 Issue 8: Introducing unit topics and goals

Once a unit's TBL frameworks and evaluation activities had been designed, the writer had to make a decision on how to go about introducing the new unit to the students. To do this, it was decided to adopt a procedure that is used in the *Atlas* series in which the teacher begins by introducing students to the unit goals and provides them with written information and examples (on the board) of the kinds of topics and tasks they will be working with in the unit. For example, in Unit 5, the students would be told that "In this unit you will: talk about your family, for example, *"I have two brothers and a sister"*, and, ask questions about other people's families, for example, *"How many children do you have?"* Informing students about what they are going to do in a unit or in a particular lesson is a familiar technique in both ESL pedagogy and andragogy and is standard practice for many teachers. However, *Atlas* is the only textbook series the writer has ever seen where there is a "Unit goals" section included at the beginning of every unit in the actual teaching materials the students receive. It was decided that this format would be used in the materials for the new Tyndale Level 1 program (and not just referred to in the Teacher's Guide) because it provides students with a sense of direction, purpose and progress in their learning. This is especially important for adult learners who, as Knowles points out, are usually interested in learning for immediate needs and application.

3.2.1.9 Issue 9: Avoiding problems with copyright law

An important issue all materials designers must address when borrowing or adapting published materials is that of plagiarism and copyright law

infringement. In the case of outright borrowing of published materials, copyright law states that only the copyright holder has the right to reproduce his or her own work. Anyone else who reproduces it is infringing on the copyright. There are, however, some exceptions to the law that permit the reproduction and use of published materials. Section 29 of the Copyright Act recognizes the "Fair Dealing Exception". This states that reproduction of published materials for the purposes of "research" or "private study" (e.g. using them with a class for instructional purposes) does not infringe on the copyright provided that the materials are not being sold in order to make a profit or to cover the costs of reproducing the materials (Canada Copyright Law 1992, c. 24, S. 18 (1)).

Copyright law does not stipulate what percentage of a published work may be legally reproduced by a person not holding the copyright. All cases of litigation involving copyright law infringement have to be evaluated individually using the legal measuring stick of whether or not the copyright holder has been denied royalties because of unlawful reproduction and distribution of his or her published work. Therefore a designer of instructional materials should be able to legally reproduce a limited number of sections in a book because this is unlikely to result in students then deciding not to purchase the book. However, since the law is very flexible here with regard to what constitutes "limited" reproduction, lawyers typically advise that it is best to obtain permission before reproducing materials covered by copyright even if the borrowing is being done using the Fair Dealing Exception.

When materials have been adapted from a published source covered by copyright, the same laws apply if the source is recognizable in the adaptation. Once again, the law here is flexible and open to interpretation. There are no criteria that would enable one to draw a clear line between an adapted task or exercise and an original one in all cases. Therefore, as with borrowed

materials, the best way to avoid possible legal problems is to obtain permission from the copyright holder to reproduce the adapted materials.

With regard to the published materials which have been borrowed or adapted for inclusion in this thesis, the writer is only required to acknowledge the original sources through a system of references. Copyright law does not require him to obtain permission from the copyright holders to reproduce the materials within the body of the thesis. However, since the new Tyndale program includes many sections that have been borrowed or adapted from *New Interchange 1*, for the Tyndale Centre to legally photocopy and use the new program, they must either obtain permission from the publishers of the *New Interchange* series (Cambridge University Press) or have a lawyer examine the new Tyndale program and *New Interchange 1* in order to determine if the new program qualifies for an exemption under the Fair Dealing Exception. It should not be necessary for Tyndale to follow this procedure for materials in the new program that have been borrowed or adapted from sources other than *New Interchange 1* because only a few sections of these sources have been used.

CHAPTER 4

FINDINGS AND SUGGESTIONS FOR FUTURE RESEARCH

The goal of this thesis was to design a new Level 1 program for the Tyndale-St. George's adult ESL program by adapting a functional/structural set of materials and syllabus (*Interchange 1*) to a task-based one. The decision to make the new syllabus and materials task-based was made on the basis that research into SLA and general education indicates that syllabuses which use task as their unit of organization have a richer potential for promoting successful second language learning than do syllabuses which are organized around grammatical structures or functions.

For the purposes of this thesis, "task" was defined as an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, p. 23). The instructional materials in the new program were designed primarily using the TBL framework described in *A Framework for Task-Based Learning* (Willis, 1996). The new design was also influenced by the TBL framework described in *Planning Classwork: A Task-based Approach* (Estaire & Zanon, 1994). The most striking differences between materials designed using these frameworks and traditional structural/functional materials are: 1) with task as the basic and initial unit of organization, it is the task that generates the language to be used and not vice versa, 2) the main evaluative focus is on successful task completion rather than the correct usage of a target grammatical structure, and 3) students progress from fluency to accuracy rather than from accuracy to fluency.

A system of criterion-referenced self-evaluations and the teaching of learning strategies were also built into the new program. These features were

included to help students understand how languages are learned, to identify their own preferred learning strategies, and to teach them to monitor their own progress, thereby becoming effective and autonomous managers of their own learning in the classroom and, even more importantly, in the outside environment where ultimately most of their learning will have to occur if they are to eventually acquire the target language.

A major concern throughout the development of the project was to take into account the learning characteristics and needs of Tyndale students as well as the findings of SLA and general education research. Towards this end, the writer taught the Level 1 course at Tyndale in the fall of 1997 and piloted the newly designed task-based materials. During this design and piloting stage, the writer identified nine basic design issues (see chapter 3) that had to be addressed in order to meet the goals of the project. Then, on the basis of what was learned during this stage, alterations were made to the materials and to the recommended procedures for presenting them in the classroom. The final version of the new Level 1 program is presented here in Appendices 1 (materials) and 2 (teacher's guide).

Over the course of the project has revealed a number of findings emerged with regard to what is involved in converting structural/functional materials to task-based ones, and to how adult immigrant and refugee students react to such a program. The writer discovered that, in many cases, part of this process could be accomplished by making minor alterations to activities in *Interchange 1* or by changing the order of presentation for certain activities. For example, as is typical for structural/functional textbooks, *Interchange 1* contains free production, or what its teacher's guide refers to as "fluency", activities that aim to simulate and stimulate real communication. These activities often required only the addition of a goal or outcome in order to make

them conform to the definition of task adopted for this project. Then, with the further addition of planning and report stages, the task cycle phase of Willis' TBL framework could be created. Therefore, the crucial first step in the conversion process (finding a goal-oriented task that could serve as the task cycle in a TBL framework) was often accomplished simply by locating and adapting a fluency activity in *Interchange 1* and then moving it into a position in a TBL framework that would place it before, rather than after, exercises which focus on form and accurate production.

There were other cases, however, where newly developed tasks, or tasks from other sources, were used in the final design of the program, either because *Interchange 1* did not provide an activity that could be adapted, or because a different kind of task was judged to be more relevant to the needs of the students.

Many of the writing activities in *Interchange 1* also lack a communicative goal. Students are usually asked to write only for display, rather than to a specific audience for a real communicative purpose. In most cases, therefore, the writer had to specify a target audience and communicative purpose for the writing assignments in order to make them task-based.

One of the strengths of *Interchange 1* is that it provides pair or group work activities at the beginning of units, or cycles within units, that are designed to activate students' background schemata and generate the lexical items needed to carry out tasks. These activities (e.g. brainstorming lists, mind-maps, comparing elements of culture, background and personal preferences) were one of the types of materials designed to be part of a structural/functional framework that can be used in a TBL framework. It was, therefore, often possible to adopt these activities virtually unchanged, or with minor modifications, to form pre-task sections of the new Tyndale program.

A number of the listening activities that accompany the "Grammar Focus" or fluency activities in *Interchange 1* have also been included in the final design of the new program. In some cases, these activities were adopted unchanged, while in others, modifications were made in order to model the goal or outcome that had been added to an *Interchange 1* fluency activity. There were also instances where listening texts had to be written, or borrowed from other sources, because *Interchange 1* did not provide an appropriate text. In general, then, despite the fact that in a task-based program listening activities are not designed to provide a context for grammatical structures, it was revealed that there is often little, if any, difference between the kinds of while-listening activities (e.g. filling in charts and tables, making inferences) students are asked to engage in when studying with task-based as opposed to structural/functional materials.

The project demonstrated that most of the re-design work needed to carry out a structural/functional to task-based materials conversion involves the language focus phase of the TBL framework. According to the Willis TBL framework, the purpose of the language focus phase is to provide students with consciousness-raising activities in order to allow them to identify and process specific features of the language used during the task cycle. This purpose is different from that of the "Grammar Focus" sections in *Interchange 1*, where students are asked not to analyze, but to apply, manipulate, and practice a specific grammatical structure for the purpose of achieving accurate production before moving on to a fluency task. Therefore, the writer had to develop a number of new language focus activities.

Some of these new activities follow the reading sections that occur at the end of each unit in *Interchange 1*. Despite the fact that these texts are often rich examples of language in use, the *Interchange* activities are limited to a focus on

reading comprehension, developing reading subskills such as scanning, skimming, and making inferences, and providing forums for discussions. Therefore, the writer added a language focus section to each of the reading sections to provide students with an opportunity to examine and analyze language as it is actually written by native speakers.

According to Willis, the language focus phase should end with a language practice activity (or activities). The materials in *Interchange 1* were of little help here since the kinds of activities recommended in the Willis TBL framework (e.g. progressive deletion, unpacking or repacking a sentence, writing gapped examples) are not used in *Interchange*. Thus the writer usually had to write new material for these sections without relying on *Interchange*. On the other hand, the language focus sections which focus on pronunciation, intonation or collocation could usually be adopted unchanged although they often had to be reordered within the unit. This provides another example of how a reordering of activities can sometimes accomplish part of the conversion process.

The piloting of task-based materials with Tyndale students produced a number of findings, both about the learning characteristics of the students and about Willis' TBL framework, that were important to the final design of the new program. For example, according to the Willis framework, students are expected to complete tasks using language acquired previously and words and phrases generated during a pre-task phase. However, it soon became evident that Level 1 students (a few of whom were below the false-beginner level) had so little previously acquired language that the words and phrases generated during the pre-task phase were insufficient to enable them to do the tasks.

Furthermore, in analysis activities in the language focus phase, it became evident that instead of being provided with opportunities to analyze

and gain a deeper understanding of forms they had already worked with and processed for meaning during the task cycle stage, students were being asked to analyze sentences and structures they had not used and, in some cases, were completely unfamiliar with. Therefore, the writer decided that it was necessary to find a way to provide students with target sentences during the pre-task phase to help them do the tasks. In some cases, it was decided that a brief enabling task was also needed in order to allow students to practice using the target sentences. Grammar mistakes made during the task stage, however, would still go uncorrected and be addressed during the language focus phase.

The writer drew support for using this system from Estaire and Zanon, whose TBL framework allows for enabling tasks to provide students with the necessary linguistic tools for carrying out a communication task. It can also be argued that there is a contradiction in Willis' assertion that during the task cycle stage students should be free to use whatever language they choose and focus on meaning, and her suggestion that a pre-task phase be used to generate words and phrases for use in the task cycle. Providing students with words and phrases they may (or may not) choose to use during the task appears to open the door to providing them with a few target sentences they may choose to use to help them complete the task.

The writer decided that target sentences would be generated through two different methods. The first method would involve eliciting or, if necessary, teaching the target sentence to the class through a teacher-led discussion involving the topic being addressed. The second would be through fill-in-the-blanks problem-solving tasks in which words are deleted from sentences or brief dialogues and put in an answer bubble. Students then have to fill in the blanks with the deleted words.

The decision to use the problem-solving method was based on SLA research (e.g. Dickinson, 1987) and the work of Knowles (1975) in the area of adult learning, which suggests that adult curriculums should be problem-centered rather than subject-centered, that adult learners value being self-directed learners, using their background experience to facilitate the learning process, and that the teacher should be cast largely in the role of a facilitator.

The system of providing target sentences in the pre-task phase has been maintained throughout the final design of the new program. Based on the results of the pilot project, the writer proposes that this system also allows students to develop accuracy and appropriacy, as well as fluency, during the task stage. This stands in contrast to Willis' claim that the task stage is only used for developing fluency and strategies for communication.

Presenting new language in the form of problem-solving tasks helped reveal the most difficult aspect of attempting to teach Tyndale Level 1 students using a task-based program: getting the students to work together in pairs or small groups to solve problems, do tasks, or plan reports of the findings of tasks. This was problematic because a communicative approach to teaching such as TBLT relies heavily on pair and group interaction. Most Tyndale students, however, come from a traditional educational background based largely on teacher-led activities and individual work. Giving them instructions to work cooperatively with a partner or in a group and explaining the value of this approach to them as language learners was not enough to get them to do it. Therefore, for the final design of the new program, the writer has attempted to provide tasks which are structured in such a way as to compel students to work cooperatively.

For example, for the problem-solving tasks at the language presentation stage, it is recommended that pairs of students be given one worksheet

between them (see Section 3.2.1.3). At the task stage, tasks have been designed as much as possible to include a "jigsaw" element so that it is difficult for a group to complete the task unless each group member makes a contribution to the final, overall findings.

One problem involving the promotion of cooperative learning that remains partially unresolved at the end of this project is getting Level 1 students to work together during the planning stage of the task cycle. At this stage, it does not seem possible to create a jigsaw situation in order to compel all group members to make a contribution to the plan. After all, information has already been pooled and the task already completed. During the piloting stage, one or two strong students in each group invariably ended up dominating the proceedings. Weaker members often did not even pay attention to the planning process let alone make any contributions. It is, therefore, very doubtful that they experienced any improvement in their language skills during the planning stage.

The problems involved in promoting cooperative learning at the planning stage are exacerbated by the fact that the limited language skills of Level 1 students results in reports which typically consist of a few short, straightforward remarks about what was learned about various group members' lives, habits, or opinions and therefore simply does not stimulate rigorous planning and debate over how to craft the report. Furthermore, the writer discovered during the pilot project that working with students during the planning stage usually entails correcting grammar mistakes and helping them come up with a few useful phrases (e.g. "In our group, most people ...", "We don't agree on ...") to introduce their findings. However, as Lightbown (1985) points out, SLA research has revealed that "isolated explicit error correction is usually ineffective in changing language behaviour" (p. 178). Therefore, while a

planning stage certainly makes it less daunting for a student to have to stand up and speak in front of the whole class, it is questionable whether, for Level 1 students, it can provide rigorous practice of planned discourse or lead to a more accurate use of language.

Using the task-planning-report cycle with intermediate or advanced students who are capable of undertaking more complex tasks and preparing more elaborate reports may, however, yield different results. Thus the problems the writer experienced with the planning stage during the pilot project may be more a reflection of the larger more inherent problem of using a planning stage with Level 1 students than it is of problems involved with cooperative learning strategies. This, however, was the only stage of the Willis TBL framework that was difficult to implement in the classroom.

Based on the results of the pilot project, the writer recommends that for low-level classes, a modified version of the planning stage be included in the TBL framework. In this modified version, the planning stage begins with a pre-group planning session in which the teacher works with the whole class to elicit or teach phrases that can be used to write the report. Groups then require only a short planning stage which will consist mostly of using the phrases that have been generated to organize the results of the task into a report. Following this, group spokespersons should be instructed to practice giving the report to the group. The other group members then listen and either approve the report as is, or suggest possible ways to improve or add details to it. An important suggestion is that the roles of report writer and group spokesperson should not be done by the same person. This helps to distribute the work load more evenly within the group. Finally, the writer recommends that all students be required to take turns at being both the report writer and group spokesperson. During the pilot project, it was discovered that when it was left up to students to select their

group spokesperson, the strongest students would repeatedly be chosen.

When the writer instituted a system of turn-taking for the writer and spokesperson roles, however, the weaker students often became more involved at the planning stage. Furthermore, a number of the weaker students who initially were reluctant to address the entire class appeared to gain confidence in doing so after they had experienced being a group spokesperson and realized that the planning stage had prepared them well for this role. In general, when this format was used with Tyndale students, it resulted in more involvement of different group members during the planning stage.

At the task stage, Willis recommends setting a time limit for tasks. During the pilot project, however, the writer discovered that for most of the tasks generated from the materials in *Interchange 1*, the students worked in the same fashion with or without a time limit. Furthermore, a number of tasks have been designed to help students develop fluency and conversational skills by encouraging them to ask follow-up questions and extend a set of example questions into a discussion. It seems contradictory, however, to encourage elaboration and then possibly be faced with having to tell students to hurry up and finish a task or to have to cut them off before they have finished because they elaborated too much. Therefore, in the final design, only tasks that have a race or competition element built into them, or where speed is essential for developing a particular skill (e.g. scanning), have recommended time limits.

The Willis TBL framework also suffers from the fact that it does not include an evaluation stage that gives students a chance to evaluate and reflect on the skills they have practiced and consider how they might be improved, nor does it include the teaching of language learning strategies. However, as explained in chapter 3, the writer incorporated these features into the new

program during the pilot project. They have been maintained in the final design.

For teachers or materials designers who might wish to build a program around the Willis TBL framework, the writer makes ones final observation and recommendation: the framework should be viewed as a guide rather than a prescriptive formula that must be strictly adhered to. For example, always asking groups to prepare and give a report to the whole class after doing a task has the potential for becoming tedious. This is especially true for large classes or for low level classes which may feature a large number of short, simple tasks. There may be times when, for the sake of variety or as a result of time pressure, it might be better to have pairs report their findings to another pair, or to opt for a class discussion or a show of hands survey in order to learn about task results.

Overall, it must be pointed out that the value of any new set of instructional materials can be demonstrated only through actual classroom use and future research into its effectiveness. This is especially true when design decisions have been made based on the observations and subjective judgement of one teacher who piloted materials with one class during forty hours of class time. Based on the results of this project, the writer recommends that for low-level students, more experimentation is needed at the pre-task stage in order to determine more precisely the type of input and the amount of practice (if any) students need before they can undertake various kinds of tasks, More work also needs to be done on implementing effective planning sessions during the task cycle phase.

In assessing this thesis project as a whole, the writer has concluded that redesigning a functional/structural set of materials and syllabus into a task-based one is, in general, not a difficult process. It requires a designer to adopt a different perspective of language learning (moving learners from fluency to

accuracy, rather than vice versa), and class management techniques that focus more on cooperative learning (e.g. by asking pairs to consider the answer to a question for thirty seconds before responding instead of asking the whole class a question and inviting one student to respond), but it does not require the learning of new teaching techniques.

The conversion process can sometimes be time-consuming because structural/functional materials do not contain language analysis activities and thus the post-task language analysis stage must be created from scratch. Design problems can also occur in the language focus phase because sometimes units in structural/functional textbooks do not target enough grammatical structures to allow for analytical comparison. This, in turn, can create the need for modifications at the task stage. Based on the results of this pilot project, however, the time required is well worth the effort. The end-of-unit self-evaluation activities produced noticeably better results when they were preceded by TBL frameworks that featured post-task language focus sections than when they were preceded by TBL frameworks than ended with a task cycle.

It should be pointed out that the new Tyndale program created in this thesis will one day be outdated. However, the issues the writer concerned himself with and the principles used to adapt structural/functional materials to task-based ones will probably remain the same. The writer expects to use these principles in the future whenever he is confronted with a non-task-based set of materials. Furthermore, while this thesis dealt only with students at the false-beginner level, the principles of TBLT should, if anything, be easier to implement with students at the intermediate or advanced levels. During the task cycle, students with more linguistic resources at their disposal are able to undertake more complex tasks, and produce longer, more comprehensive

reports that grow out of a more rigorous planning stage. They should then be able to engage in broader, more comprehensive language analysis activities.

Overall, teaching programs which implement TBLT should create a classroom environment with a rich potential for promoting successful second language learning. Moreover, TBLT can be used not only with intermediate and advanced students but, as this thesis has shown, also with false-beginners. Finally, this thesis has also shown how structural/functional materials can be adapted to fit a task-based framework and has proposed solutions to the various problems a materials designer is confronted with when attempting to adapt structural/functional materials into task-based ones. Finally, this thesis has also shown how structural/functional materials can be adapted to fit a task-based framework and has proposed solutions to the various problems a materials designer is confronted with when attempting to adapt structural/functional materials into task-based ones.

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Appendix 1: Tyndale Level 1 Materials: Student Book

Contents

| | |
|-----------------------------------|--------------|
| Unit 1 | |
| GETTING TO KNOW EACH OTHER | 1 4 9 |
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| IT'S A GREAT JOB! | 1 6 9 |
| Unit 3 | |
| MEET THE FAMILY | 1 8 1 |
| Unit 4 | |
| HOW MUCH IS IT? | 2 0 0 |
| Review of Units 1-4 | 2 2 1 |
| Unit 5 | |
| DO YOU LIKE JAZZ? | 2 2 5 |
| Unit 6 | |
| HOW OFTEN DO YOU EXERCISE? | 2 3 7 |
| Unit 7 | |
| WE HAD A GREAT TIME! | 2 5 1 |
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1 Getting to know each other

Unit Goals

In this unit you will:

Introduce yourself: *My name is Kevin.*

Exchange personal information: *I'm a teacher.*

Introduce others: *This is Min.*

1 Conversation: Tony meets Ana

Source: Adapted by K. Rooney from Tyndale Level 1A (Newsham, (Ed.), 1985)

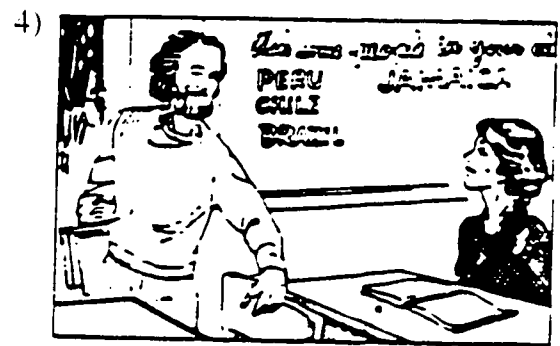
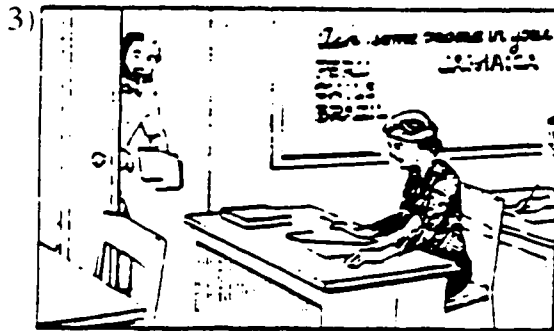
A Look at the pictures. Where are Tony and Ana?



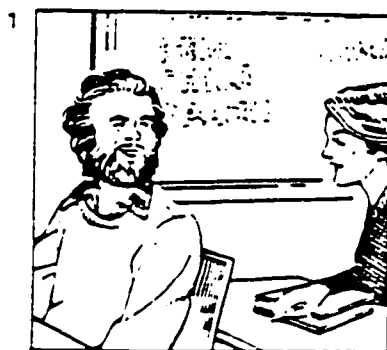
Ana



Tony



- B** 1) Look at pictures 1-6. Do Tony and Ana know each other?
 2) Now look at the pictures again. What is each person saying?
 Match each picture to one of the sentences in the bubble below.



___ Hi. I'm Ana. ___ Where are you from?

___ Nice to meet you, Ana.

___ Hello. ___ I'm from Chile

___ My name's Tony. ___ Nice to meet you, too.

2 Tell us your name

(Gatbonton, 1994)

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1*

A Class activity. Go around the room and meet your classmates. Have conversations similar to the one in Section 1. Make a searing plan for your class using the grids below. Write the name of each of your classmates and the country they come from in the correct squares. Do not fill in the person's nationality yet.

| | |
|--------------|--------------|
| name: | name: |
| country: | country: |
| nationality: | nationality: |

| | |
|--------------|--------------|
| name: | name: |
| country: | country: |
| nationality: | nationality: |

| | |
|--------------|--------------|
| name: | name: |
| country: | country: |
| nationality: | nationality: |

| | |
|--------------|--------------|
| name: | name: |
| country: | country: |
| nationality: | nationality: |

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| name: | name: |
| country: | country: |
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| | |
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| name: | name: |
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| nationality: | nationality: |

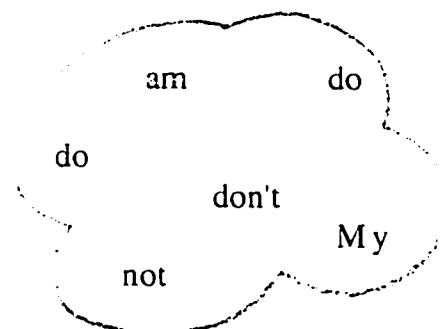
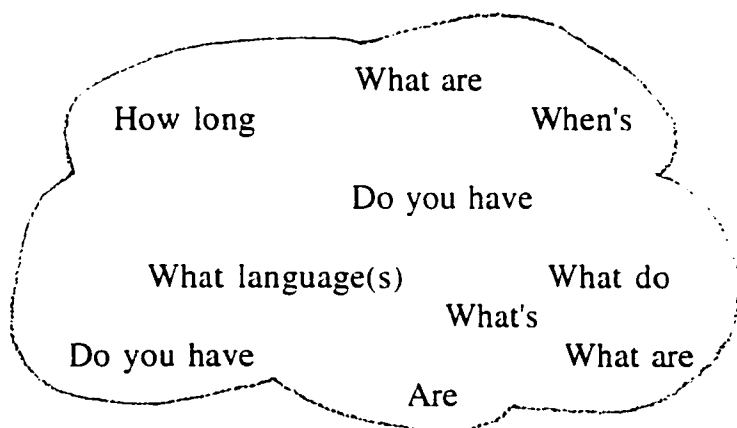
| | |
|--------------|--------------|
| name: | name: |
| country: | country: |
| nationality: | nationality: |

| | |
|--------------|--------------|
| name: | name: |
| country: | country: |
| nationality: | nationality: |

3 Problem-solving: *Grammar words* Source: K. Rooney, 1998

Pair work. Make complete questions and answers by filling in the blanks with the words and phrases in the bubbles.

- | | |
|--|---|
| a) _____ your first/last name? _____ first name's Chuck. | |
| b) _____ you married? | Yes, I _____. No, I'm _____. |
| c) _____ any children? | Yes, I _____. No, I _____. |
| d) _____ any brothers or sisters? | Yes, I _____. I have two brothers and one sister. |
| e) _____ your birthday? | December 14th. |
| f) _____ you do? | I work at Burger King. I'm a cook. |
| g) _____ do you speak? | I speak Polish and Russian. |
| h) _____ have you been living. | I have been living in Montreal for one year. |
| i) _____ your interests? | I'm interested in travel. |



4 Student Information Form

Rooney from *Getting Together* (Stempleski et al., 1986)

Source: Adapted by K.

Use the questions from section 3 and the form below to interview your partner. Write your partner's answers on the form.

| Student Information form | | | |
|--------------------------|-----------------|---------------|----------------|
| First name _____ | Last name _____ | | |
| Birthday _____ | | | |
| Marital Status: | Single () | Married () | Divorced () |
| Family: | Brothers _____ | Sisters _____ | Children _____ |
| Occupation: | _____ | | |
| Languages: | _____ | | |
| Interests: | _____ | | |

When you finish interviewing your partner, turn your page over.
Now your partner will interview you.

5 Listening

Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)



At a convention. Listen to these people exchange personal information and complete the chart.

| NAME | Brian _____ | _____ Roberts | Bob _____ | _____ Watson |
|-----------|----------------|------------------|--------------|-----------------|
| HOME TOWN | | | | |
| MARRIED | | | | |
| CHILDREN | | | | |
| JOB | | | | |
| INTERESTS | | | | |
| LANGUAGES | | | | |

6 Introducing another person

Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

A Use the information from section 4 to write down two or three things you would like to tell the class about your partner. For example:

_____ Min. She has ten children. She speaks three languages: Chinese, Japanese, and Spanish.

_____ Victor. He has five sisters. He works for Sony. He's an engineer.

B Practise introducing your partner to another pair. Then introduce your partner to the class.

7 Language focus

Source: K. Rooney, 1998

A The sentences in the tables below are similar to the ones you used in section 3. Read the sentences and answer the questions below.

Table 1

| |
|---------------------------------|
| I speak Spanish and French. |
| I work at the Bank of Montreal. |
| She works in a restaurant. |
| He speaks Italian and Polish. |
| I live in Ottawa. |
| John lives in Montreal. |

Table 2

| |
|------------------------|
| This is Paulo. |
| He is from Italy. |
| She is a divorcee. |
| I am single. |
| She has no children. |
| I have three children. |
| John has two brothers |

1) Circle the verb in each sentence in Tables 1 and 2.

Do you know the rule? use verbs with s endings when the subject of the sentence is: _____

B Complete the following paragraph with the appropriate form of the verb.

Hi! I _____(be) Keiko Emoto. I _____ (be) from Japan. This is my friend, Pedro. Pedro _____ (come) from Mexico, but he _____ (live) in Montreal now. He _____ (study) business at Concordia University. At night he _____(drive) a truck for a food company. He _____(speak) Spanish, French, and English. He _____(want) to have his own language school. I also _____(speak) Spanish and French, but I _____(want) to be a doctor. I _____ (go) to medical school at McGill University.

The woman with Pedro _____(be) his girlfriend. She also _____ (come) from Mexico. She _____ (work) at a supermarket and _____(take) English classes at the Tyndale-St. George's Centre.

8 Talking about names

New Interchange 1 (Richards et al., 1997)

Source: Adapted by K. Rooney from

A Go around the class and find this information. Write a classmate's name only once.

Find someone who...

Name

- 1) ...has the same first name as a famous person.

"What's your first name?"

- 2) ...has an unusual nickname.

"Do you have a nickname?" "What is it?"

- 3) ...likes his/her name.

"Are you happy with your name?"

- 4) ... has a common name in their country.

"Is your name common in your country?"

- 5) ...is named after someone.

"Are you named after someone?"

- 6) ...has an interesting middle name.

"What's your middle name?"

- 7) ...always remembers people's names.

"Are you good with names?"

- 8) ...has a name with a meaning.

"Does your name have a meaning in your language?"

B Pair work. Compare the information you gathered with the information gathered by a partner.

9 Questions about other people

by K. Rooney from *Interchange 1* (Richards et al., 1990)

Source: Adapted

Complete the conversations with the words in the bubble.

What's _____ name?
Where's _____ from?

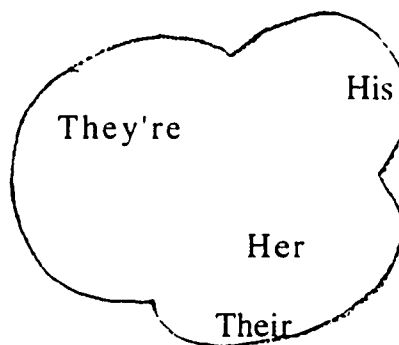
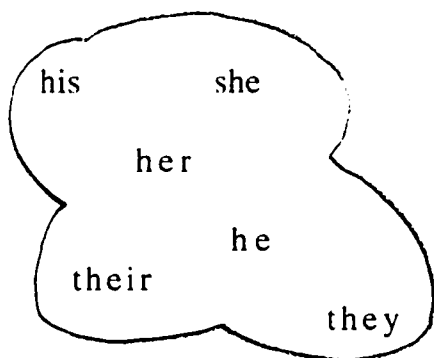
_____ name is Sergei.
He's from Russia.

What's _____ name?
Where's _____ from?

_____ name's Jane.
She's from Texas.

What are _____ names?
Where are _____ from?

_____ names are Ken and Pat.
_____ from Ireland.



10 Celebrities Game

Interchange 1 (Richards et al., 1990)

Source: Adapted by K. Rooney from

Pair work. Your teacher will give you pictures of famous people. Find out who knows the most about famous people. Have conversations such as the following:

A: What's her name?

B: That's Barbara Streisand.

A: What is she?

B: She's a singer and an actress.

B: Where's she from/What's her nationality?

A: She's from the United States/She's American.

11 Language focus

(Nunan, 1995)

Source: Adapted by K. Rooney from *Atlas 2*

A Read the sentences in section 9 again.

Do you know the rule?

Fill in the blanks with the correct pronouns from this list: *my, his, her, their, I, she, he, they*.

Use _____

_____ + noun

Use _____

_____ + verb

B Read these examples. They are similar to sentences you have used in Unit 1. Circle examples of the following: 'm, 's, is, 're, are. Then answer the questions below.

I'm from Greece

This is Min.

He's/She's from Poland.

Where are you from?

What's your first name?

What are their names?

They're from Ireland.

'm = _____

's = _____

're = _____

1) When do we use *is* or *'s* and when do we use *are* or *'re* ?

12 Role Play

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

1) What's happening in the picture?



2A Group A You are reporters at a Hollywood press conference. What questions would you like to ask unknown actors?

2B Group B You are actors and actresses in a new James Bond movie. You are at a Hollywood press conference. Choose one of the roles below and answer the reporters' questions.



Movie roles:

James Bond
James Bond's Boss
James Bond's Secretary
Head of the CIA
American Spy
British Secret Agent

Girlfriend #1
Girlfriend #2
Girlfriend #3
Head of the Secret Police
Enemy Spy

13 Writing: *Movie magazine*

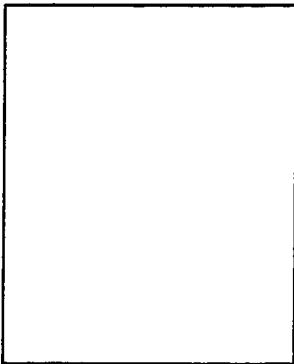
1998

Source: K. Rooney,

A Read the paragraph below. Choose one of the actors/actresses you interviewed in the new James Bond movie. First draw a sketch of the person in the box. Then write a description of that person.



Joe Westwood is an exciting new star. He plays an American spy in the new James Bond movie "Spies in the Dark". It's his first movie. He's very happy with his role. Joe comes from the United States and is married to actress Sharon Rock. He's also a singer.



B Compare descriptions with a partner. Try to find a partner who wrote about the same person.

14 Language focus

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

A Pair work: Your teacher will show you some of the questions that you have used so far. Separate the questions into two groups so that they have something in common and write them in the chart below.

Column 1

Column 2

| | |
|--|--|
| | |
| | |
| | |
| | |

- B**
- 1) Which questions did you put in column 1?
 - 2) Which questions did you put in column 2?
 - 3) What do the two sets of questions have in common? _____

 - 4) How are they different from each other? _____

C Pair work. Change the following statements into questions.

- 1) You are Japanese. _____?
- 2) Your name is John. _____?
- 3) I am late. _____?
- 4) I speak French. _____?
- 5) Your girlfriend lives in Sherbrooke. _____?
- 6) Mike goes to Concordia. _____?

- D**
- 1) What are the verbs in sentences 1-3? _____
 - 2) How are they different from the verbs in sentences 4-6? _____

Do you know the rules?

To turn statements with the verb *to be* into yes/no questions, move *am, is, are* to _____.


To turn statements with action verbs into questions use:

do with _____.

does with _____.

15 Pronunciation: *Question intonation*

Source: K. Rooney, 1998

A Listen to your teacher read the following questions. Which questions end with rising intonation and which ones end with falling intonation? Draw an arrow () over each question to indicate your choice.

- 1) Where are you from?
- 2) How do you spell Takehisa?
- 3) Do you have a nickname?
- 4) Are you Japanese?
- 5) What languages do you speak?
- 6) Does your name have a meaning?
- 7) Is this your first movie?
- 8) Do you have any children?

Do you know the rule?

Wh-questions usually have _____ intonation.

Yes/No questions usually have _____ intonation.

B Practice asking the questions in part A.

16 Reading

(Richards et al., 1997)

Source: Adapted by K. Rooney from *New Interchange 1*

Meeting and Greeting Customs

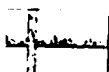
How do you think the people in these countries greet each other?

There are many different greeting customs around the world. Here are some.



Chile

People usually shake hands when they meet for the first time. When two women first meet, they sometimes give one kiss on the cheek. (They actually "kiss the air.") Women also greet both male and female friends with a kiss. Chilean men give their friends warm *abrazos* (hugs) or sometimes kiss women on the cheek.



Finland

Finns greet each other with a firm handshake. Hugs and kisses are only for close friends and family.



The Philippines

The everyday greeting for friends is a handshake for both men and women. Men sometimes pat each other on the back.



Korea

Men bow slightly and shake hands to greet each other. Women do not usually shake hands. To address someone with his or her full name, the family name comes first, then the first name.



The United States

People shake hands when they are first introduced. Friends and family members often hug or kiss on the cheek when they see each other. In these situations, men often kiss women but not other men.

A According to the article, in which country or countries are the following true? Check (✓) the correct boxes.

| | Chile | Finland | the Philippines | Korea | the U.S. |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. People shake hands every time they meet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Women do not shake hands. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Women kiss at the first meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Men hug or pat each other on the back. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Women kiss male friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The family name comes first. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B Pair work How do these people greet each other in your country?

1. two male friends
2. a male and female friend
3. two strangers
4. two female friends

B Pair work. How do these people greet each other in your country?

- 1) two male friends
- 2) a male and female friend
- 3) two female friends

C Language focus: *Nouns and verbs* Source: K. Rooney, 1998

1 Pair work. The following sentences are from the text. Which of the highlighted words are nouns and which are verbs. Write v for verb or n for noun in the space provided.

- a) ___ Chilean men **kiss** women on the cheek.
- b) ___ Chilean women also greet both male and female friends with a **kiss**.
- c) ___ When two women first meet they sometimes give one **kiss** on the cheek.
- d) ___ The everyday greeting for friends is a **handshake**.
- e) ___ People **shake hands** when they are first introduced.
- f) ___ **Hugs and kisses** are only for close friends and families.

Do you know the rules for using articles with nouns.

singular nouns _____
plural nouns _____

2 Fill in the blanks with the appropriate word or words.

- a) In the Philippines, men sometimes give each other _____ on the back. (pat/a pat)
- b) In the Philippines, men sometimes _____ each other on the back. (pats/a pat/pat)
- c) In Canada, people _____ when they are introduced. (a shake hands/shake hands/a handshake)
- d) In Finland, family members _____ when they greet each other. (a kiss/kiss/kisses)

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

A Review the language skills you practised in Unit 1. Circle your answers.

Can you:

Introduce yourself yes a little not yet

Find or give an example: _____

Exchange personal information? yes a little not yet

Find or give an example: _____

Introduce people?

Find or give an example: _____

B How can you get more practice?

2 It's a Great Job!

Unit Goals

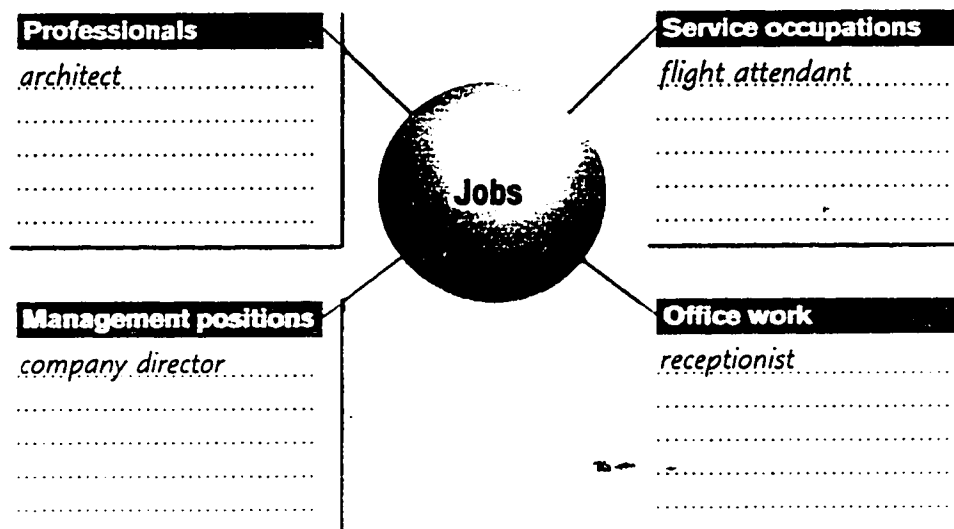
In this unit you will:

Talk about occupations: *I'm a teacher. I work for McDonald's.*

Practise interviewing for a job: *What hours can you work?*

1 Word power: *Jobs* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Group work. Your teacher will give each group member a card with a list of jobs. Work together as a group to complete the word map.

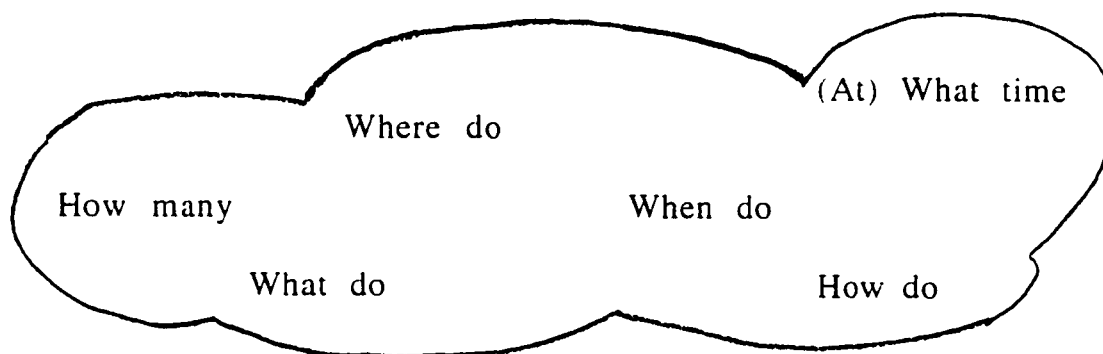


B Add two more jobs to each category.

2 Work survey Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)

A Complete the questions with phrases from the bubble below.

| | You | Partner |
|--------------------------|-------|---------|
| _____ you do? | _____ | _____ |
| _____ you work? | _____ | _____ |
| _____ hours do you work? | _____ | _____ |
| _____ do you start work? | _____ | _____ |
| _____ you finish work? | _____ | _____ |
| _____ you get to work? | _____ | _____ |
| _____? | _____ | _____ |
| _____? | _____ | _____ |



B Write your own answers to the questions. Write more questions. Then complete the chart by asking your partner the questions.

C Group work. Tell another pair about your partner's work.

D Planning and Report. Tell the class about group member who has the busiest work day. Which class member has the busiest work day?

3 Listening

(Richards et al., 1997)

Source: Adapted by K. Rooney *New Interchange 1*

A Listen to Jason and Andrea discuss their jobs. Complete the chart.

| | Jason | Andrea |
|---------------|-------|--------|
| job | | |
| duties | | |
| work schedule | | |
| benefits | | |

B Answer the following questions.

Do Jason and Andrea like their jobs?

Does Jason like Andrea's job?

4 Language focus: *Prepositions*

Rooney from *Interchange 1* (Richards et al., 1990)

Source: Adapted by K.

A The following sentences are similar to the ones you practised in the job survey. Read the sentences and circle the prepositions.

I work for Toyota.

I work for Mr. Jones.

I work in the
sales department.

I work at Eaton's.

I work in a bank.

I work at CJAD Radio.

I work for a lawyer.

I work at a
restaurant.

I work in the front
office.

Do you know the rules? Source: K. Rooney, 1998

Use ___/___ + name of company.
 _____ + name of person.
 _____ + job
 ___/___ + workplace
 _____ + department/section

B Pair work. Write a list of ten phrases with "work" omitting the preposition from each one. For example:

works _____ Toyota.

C Pair work. Exchange lists with another pair and fill in the blanks. See who can fill in the blanks the fastest.

Pre-Task

5 Classified Ads Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Group work. Your teacher will give each group member several job ads from an English language newspaper. Work together as a group to write a brief description of each job. For example:

lifeguard = an outdoor job, a service job.

B Class activity. Take turns reporting your descriptions to the class.

6 The Employment Agency Source: Adapted by K. Rooney from *Getting Together* (Stempleski et al., 1986)

A Pair work. Use the "Personnel Information Form" on page 174 to interview a classmate. Write your classmate's answers on the form. Your partner's page should be turned over during the interview.

Personnel Information form

Name: Mr./Miss/Mrs./Ms. _____

Address: _____

City: _____

Province _____ Postal Code _____

Phone number: _____

What kind of job would you like? _____

Have you worked before? _____ How many years? _____

How much education do you have? _____

What languages do you speak? _____

What hours can you work? 9:00-5:00 _____

at night _____ on the weekend _____

Can you type? _____ Use a computer? _____ Drive? _____

What other skills do you have? _____

Do you like children? _____ Old people? _____

Do you want to work outdoors? _____

Are you good at sports? _____

Are you free to travel? _____

What's the lowest salary you will accept?

_____ an hour OR _____ a year

Do you want a full-time or a part-time job. _____

B With the same partner. Look at the Helped Wanted Ads together. Circle the jobs you are qualified for. Then choose one job you would apply for.

| <i>Help Wanted</i> | <i>Help Wanted</i> |
|--|--|
| BOOKKEEPER. 2+ yrs. expr. \$375/ wk. Non-smoker. | GENERAL OFFICE WORK. Some typing. With or without expr. Music Publisher. \$4 hour. |
| BANK TELLER. Good math skills. No expr. nec. Full. part-time. \$3.50/ hr. | MANICURIST. HAIRSTYLIST. Full. Part Time. Good salary. Expr. nec. |
| AIRLINE TICKET AGENT. Must have own car. Good salary. Work nights and weekends. | SINGERS. Male and Female. Night work (6:00 pm-1:00 am) as singing waiters waitresses. No expr. but good voice nec. |
| ARTIST. Draw fashion ads. Start immediately. \$15,000 year. | LANGUAGE TEACHERS. Private language school. Need native speakers with college background. No expr. nec. \$10 hour. |
| TAXI DRIVER. \$8 hour. Work nights and afternoons. Some Saturdays. Must have driver's license. | TOUR GUIDE. Good with older people. Speak 2 or 3 languages. Free to travel. |
| BABYSITTER. Three-year-old child. Live in. Own room with bath and TV. \$55 wk. Sundays off. | BODYGUARD. Karate expert. Over 6 feet. Strong. Willing to travel. Irreg. hours. \$30,000 year plus expenses. |
| TEACHER. Physical education. Coach soccer team. Degree reqd. \$20,000 yr. | PHOTOGRAPHER. Take photos of jewelry samples. Own camera. No expr. nec. Part-time mornings. |
| SECRETARY. Good typing & shorthand nec. Spanish or French helpful. \$16,000 year. | |
| COMPUTER PROGRAMMER. Know COBOL. PASCAL. Excel. benefits \$25,000-\$35,000 year. | |
| <i>Help Wanted</i> | <i>Help Wanted</i> |

C Switch roles and do the task again. The partner now being interviewed should turn his/her Personnel Information Form upside down.

D Class Activity. Take turns. Tell the class the job you chose and why you like it. What are the most popular choices in the class.

7 Self-Check

Source: K. Rooney, 1998

- 1) Did I use the look-up and say technique? Yes No a little
- 2) Did I work effectively with my partner? Yes No a little
-

8 Listening

Source: K. Rooney, 1998

A Listen to Paul Williams interviewing Jerry Doucette at an Employment Agency. Complete the following chart with information about Jerry Doucette.

| | | | |
|--|----------------|--------------|----------------|
| Name | _____ | | |
| Kind of job he wants | _____ | | |
| Work hours | _____ Weekdays | _____ Nights | _____ Weekends |
| likes children | _____ Yes | _____ No | |
| good at sport | _____ Yes | _____ No | |
| computer skills | _____ Yes | _____ No | |
| driver's license | _____ Yes | _____ No | |
| _____ full-time job OR _____ part-time job | | | |

B What does Jerry finally decide to do?

9 Language focus: *compound nouns* Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Rewrite the following sentences using compound nouns.

- 1) He drives a truck. _____
- 2) She plays the guitar. _____
- 3) He collects rent. _____
- 4) She teaches history. _____
- 5) She designs jewelry. _____
- 6) He manages a store. _____
- 7) She's a restaurant owner. _____
- 8) He teaches school. _____
- 9) She drives a taxi. _____
- 10) He drives a bus. _____
- 11) He manages an office. _____
- 12) She sings opera. _____
- 13) He works on a farm. _____
- 14) She studies engineering. _____
- 15) He studies music. _____
- 16) She changes money. _____
- 17) He collects garbage. _____
- 18) She announces the news. _____
- 19) She studies art. _____
- 20) He makes cabinets. _____

The Daily Grind

Is it a good idea for a student to have a job? Why or why not?



Brandon Smith

I'm a junior in high school, and I have a part-time job in a restaurant. I bus dishes on Saturdays and Sundays from 8:00 until 4:00. I earn \$5.50 an hour. It isn't much money, but I save almost every penny! I want to go to a good university, and the cost goes up every year. Of course, I spend some money when I go out on Saturday nights.



Lauren Russell

I'm a senior in high school. I have a job as a cashier in a grocery store. The job pays well – about \$6.75 an hour. I work every weeknight after school from 4:00 until 8:00. I don't have time for homework, and my grades aren't very good this year. But I have to work, or I can't buy nice clothes and I can't go out on Saturday nights. Also, a car costs a lot of money.



Erica Davis

I'm a freshman in college. College is very expensive, so I work in a law office for three hours every weekday afternoon. I make photocopies, file papers, and sort mail for \$8.25 an hour. The job gives me good experience because I want to be a lawyer someday. But I don't want to work every semester. I need time to study.

A Read the article. Why do these students work? Check (✓) the correct boxes.

| | Brandon | Lauren | Erica |
|------------------------------|--------------------------|--------------------------|--------------------------|
| 1. To earn money for college | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. To buy nice clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. To go out on the weekend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To pay for a car | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To get job experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B Pair work Talk about these questions.

- Look at the reasons why each student works. Who has good reasons to work? Who doesn't, in your opinion?
- How many hours a week does each student work?
- How much money does each student earn per week?
- What are the advantages and disadvantages of part-time work for students?

C Language focus Source: K. Rooney, 1998

Find seven words or phrases in the article that have to do with money. How could we classify these words.

11 Self-Check

Source: Adapted by K. Rooney from *Atlas 2*
(Nunan, 1995)

A Review the language skills you practiced in this unit.
Circle your answers.

Can you:

Talk about occupations? yes a little not yet

Find or give an example _____

Answer questions in a job interview yes a little not yet

Find or give a question you
can answer. _____

B How can you get more practice?

3 Meet The Family

Unit Goals

In this unit you will:

Talk about your family: *I have a brother and two sisters.*
Ask about other people's families *How many sisters do you have?*

1 Meet The Family

(Nunan, 1995)

Source: Adapted by K. Rooney from *Atlas 2*

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



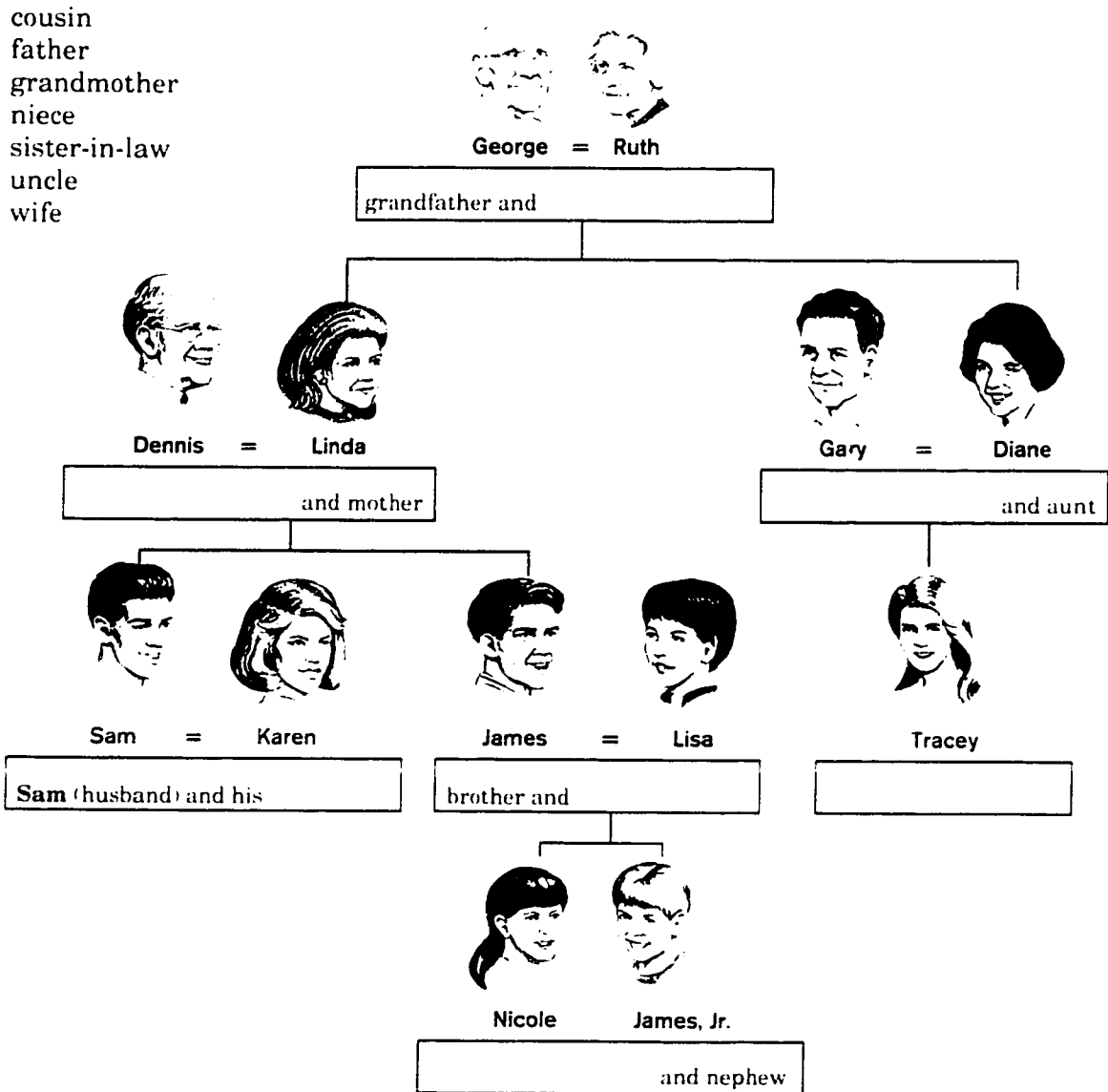
A Match these descriptions with the families in the pictures on page 181.

| <i>Description</i> | <i>Picture</i> |
|---|----------------|
| 1) A family with one parent, one stepparent, and children | ----- |
| 2) A family with two parents and one adopted child | ----- |
| 3) A family with two parents and two children | ----- |
| 4) A family with two parents and three children | ----- |
| 5) A single-parent family | ----- |
| 6) A family with one grandparent, two parents, and children | ----- |

B 1) Which family photograph shows a "typical" North American family?
2) What is a typical family in your country? Is the typical family changing?

2 Word Power: *The family* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Look at Sam's family tree. How are these people related to him?
Add these words to the family tree.



3 Listening

Source: Borrowed from *Atlas 2* (Nunan, 1995)

A Vera is talking about the people in the photograph. Listen and check ☒ the words you hear.

- | | |
|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> grandfather | <input type="checkbox"/> brother |
| <input type="checkbox"/> dad | <input type="checkbox"/> daughter |
| <input type="checkbox"/> mom | <input type="checkbox"/> niece |
| <input type="checkbox"/> sister | <input type="checkbox"/> uncle |
| <input type="checkbox"/> son | <input type="checkbox"/> nephew |

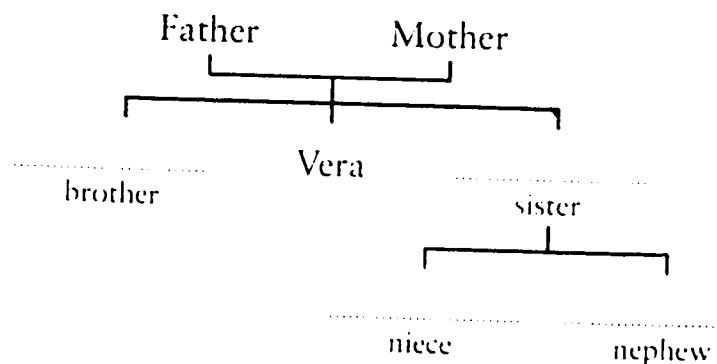
B Listen again and check ☐ the names you hear.

- | | |
|--------------------------------|-----------------------------------|
| <input type="checkbox"/> Maria | <input type="checkbox"/> Cristina |
| <input type="checkbox"/> Vera | <input type="checkbox"/> Bobbie |
| <input type="checkbox"/> Jaun | <input type="checkbox"/> Sandra |
| <input type="checkbox"/> Jose' | <input type="checkbox"/> Jean |

C Pair work. Listen again and find these people: Vera, Vera's grandfather, Vera's mom, Jose, Juan, Cristina, Sandra. Label the people in the photo on page 185.



D Complete this family tree for Vera's family.



4 Drawing family trees

Source: Borrowed from *Atlas 2* (Nunan, 1995)

A Now draw your own family tree.

- B** 1) **Pair work.** Ask questions about your partner's family. Now draw your partner's family tree. Do not show your drawing to your partner until you have finished.
- 2) **Pair work.** Exchange roles and do the task again.

5 Listening

Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

Listen to Sheila and Richard talk about Sheila's family.

- 1) How many women and girls are there in Sheila's family?
- 2) How many men and boys are in Sheila's family?

6 Class Family Survey

Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)



A Pair work

What about your families? How many women and men are there in your partner's family, and how many men and boys?

Ask about brothers and sisters, then about parents' brothers and sisters, and then children.

Make a Survey form like this one and fill it in.

| Student name | Men/boys | Women/girls | Totals |
|--------------|----------|-------------|--------|
| you | | | |
| partner | | | |
| | | | |

B Planning and Report: Have one member of your pair tell the class about your families. First work with your partner to plan carefully what to say, and write it down.

Listen to the other students. Write down the numbers of men and women in their families. In all your families together, are there more men and boys or women and girls?



7 Listening Source: Borrowed from *Atlas 2* (Nunan, 1995)

These people are on a television game show. They are talking about themselves and their families.

A Can you predict some of the words you will hear? Write them in the chart on the left.

WORDS
sisters ✓

B Listen. Check [✓] the words you hear in the chart at left.

C Listen again and fill in this chart.

| NAME | AGE | OCCUPATION | FAMILY |
|------|-----|------------|--------|
| | | | |

8 Listening

Source: Borrowed from *Atlas 2* (Nunan, 1995)

A In the next quiz show, the contestants are playing a game called *Know Your In-Laws*. Listen to the first part of the conversation and find out how the game is played.

B Listen again and write the questions in the chart.

C Listen once more and write the answers in the chart.

| QUESTIONS | JAMES'S ANSWERS | MARY'S ANSWERS |
|-----------|-----------------|----------------|
| | | |
| | | |
| | | |
| | | |

9 Your partner's family

(Nunan, 1995)

Source: Borrowed from *Atlas 2*

A Pair work. You have five minutes to find out as much as you can about your partner's family.

B Group work. Now work with another pair. Ask questions about the other partners' families.

C Group work. Discussion. Who collected the most information.

10 Language focus

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

A Read the sentences in the following table. The sentences in column 1 are from Units 1 and 2. The sentences in column 2 are similar to sentences you have practised in Unit 3.

Column 1

Column 2

| | |
|--------------------------------|-------------------------------------|
| Where do you come from? | Where does your father-in-law work? |
| How many children do you have? | Where does your brother live? |
| What do you do? | What languages does he speak? |
| Where do you work? | What does she do? |
| How many hours do you work? | Where does she go to school? |
| What time do you start work? | What does he teach? |
| What languages do you speak? | What time does he finish work? |

B 1) How do all the questions begin?

2) What do all the questions in column 1 have in common?

3) What do all the questions in column 2 have in common?

C 1) Do you know the rule?

use do + you when _____

use does + he/she/it when _____

- 2) Introduce wh- questions with do/does. what is the correct word order?

Number the following from 1 to 3

_____ Auxiliary *do/does*

_____ Subject (you, he, she, it)

_____ wh- word

D Practice activity: The Slip Game Source: K. Rooney, 1998

Write three sentences about family members on slips of paper. DO NOT write your name on the slips. For example:

My brother-in-law works for General Motors.
My sister has three children.

Your teacher will show you how to do the activity.

E PRONUNCIATION *Blending with does*



Listen and practice. Notice the blending of **does** with other words.

1. A: My brother is married.

[dʒɪz]

B: **Does he** have any children?

A: Yes, he does.

[wədʒɪz]

B: **What does he** do?

A: He's a painter.

2. A: My sister lives in Seattle.

[dʒɪz]

B: **Does she** live with you?

A: No, she doesn't.

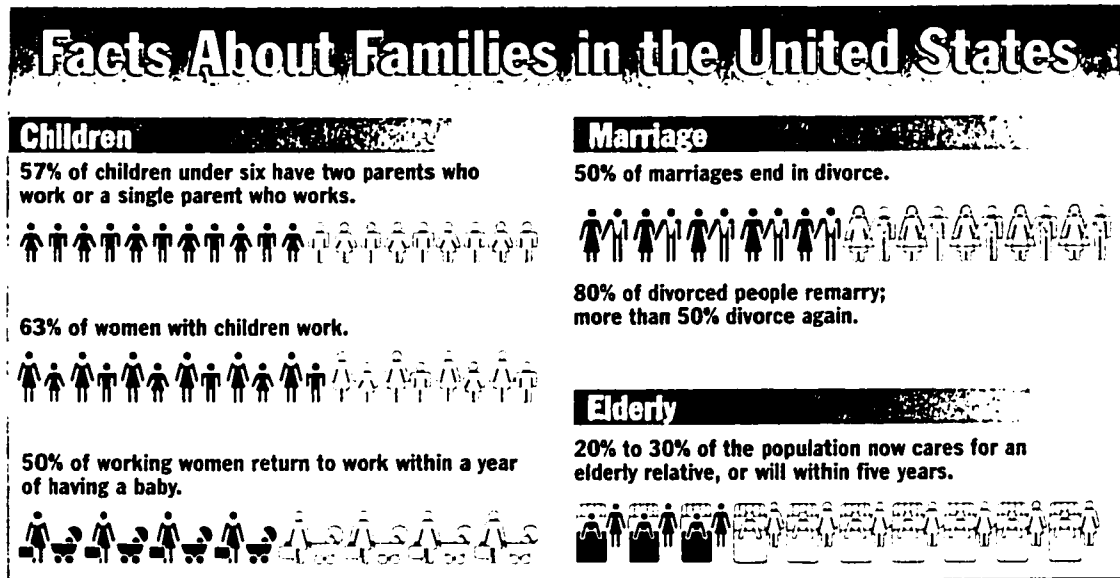
[wədʒɪz]

B: **What does she** do?

A: She's a lawyer.

11 Snapshot

Source: Borrowed from New Interchange 1 (Richards et al., 1997)



Source: The Family and Medical Leave Act

Talk about these questions.

Which of these facts surprises you?

Do women with children usually work in your country?

Do people often get divorced?

Do elderly people generally live with relatives?

12 Reading Task

Source: Adapted by K. Rooney from *New Interchange*
1 (Richards et al., 1997)

The Changing Family

What kinds of problems do parents have in your country?



American families are changing. One important change is that most married women now work outside the home. What happens when both parents work? Read about the Morales family.

Judy and Steve Morales have three children: Josh, 12; Ben, 9; and Emily, 6. Steve is a computer programmer. This year, Judy is working again as a hospital administrator. The family needs the money, and Judy likes her job. Everything is going well, but there are also some problems.

Now that Judy is working, Steve has to help her more with the housework. He doesn't enjoy it, however.



Judy loves her work, but she feels tired and too busy. She also worries about the children. Judy has to work on Saturdays, so Steve and Judy don't have a lot of free time together.

Emily is having a great time in her after-school program. When Judy comes to pick her up, she doesn't want to leave.



Unfortunately, Ben's school doesn't have an after-school program. Right now, he's spending most afternoons by himself in front of the TV.

Josh is enjoying his new freedom after school. He's playing his music louder and spending more time on the phone. He's also doing a few household chores.



A Read the article. What are Steve's and Judy's problems? Complete the chart.

Problems

1. Steve
2. Judy
3. Steve and Judy

B Pair work: Talk about these questions.

- 1) Which of the children are benefitting from Judy's working?
- 2) Which one is not?

C Group work

- 1) Which of the problems above do you think is the most serious?
Discuss possible solutions for that problem.
- 2) Report your solutions to the class. Do you agree with the problem other groups have chosen as being most serious? Which group has the best solutions?

D Language focus Source: K. Rooney, 1998

- 1) The sentences in the first column below are all from the text *The Changing Family*. Compare them with the sentences in column 2. What is the main difference between the two sets of sentences.

Column 1

Column 2

| | |
|--|---|
| American families are changing. | Families change when mothers work. |
| Judy is working again as a hospital administrator. | Judy works as a hospital administrator. |
| He's spending most afternoons by himself in front of the TV. | He spends most afternoons with his friends. |
| Josh is enjoying his new freedom after school. | John enjoys a good cup of tea. |
| He's also doing a few household chores. | He does his chores after school. |
| He's playing his music louder. | He plays loud music. |

- 2) How does the change in verb form change the meaning of the sentences?

- 3) **Do you know the rule?** We form the present continuous tense by:

E Group work Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Take turns. Ask each student about his or her family. Then ask follow-up questions to get more information.

Topics to ask about

traveling
living abroad
taking a class
moving to a new home
going to college or high school
studying a foreign language
looking for a job

13 Grammar words: *Quantifiers* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Pair work. Fill in the blanks with the words in the bubble.

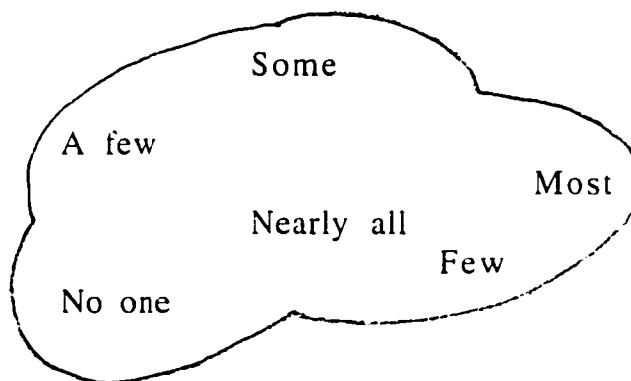
100 % All

_____ women with children work.

Many _____ women stay at home after they get married
A lot of _____

Not many _____ couples stay together.

0% _____ gets married.



B Rewrite these sentences using quantifiers. Then compare with a partner.

- 1) In Australia, 87% of married couples have children.

- 2) Six percent of 20- to 24-year-olds in the U.S. are divorced.

- 3) Thirty-five percent of the people in Germany live alone.

- 4) In China, 50% of women get married by the age of 22.

C Pair work Rewrite the sentences in part A so that they are about your country. Then discuss your information with a partner.

In my country, only some married couples have children

Useful expressions

Is that right?
Do you think so? I think . . .
I don't agree.
I don't think so.
It's different in my country.

14 Writing

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

A Write about the families in your country. Use some of your ideas from Section 13

In my country, most people get married by the age of 30. Not many women work after they get married. Grandparents, parents, and children often live in the same house.



B Group work. Take turns reading your compositions outloud. Then answer any questions from the group.

15 Self-Check

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

A Review the language skills you practiced in this unit. Circle your answers.

Can you:

Talk about your family? yes a little not yet

Find or give an example: _____

Ask about other people's families? yes a little not yet

Find or give an example: _____

B How can you get more practice?

4 How much is it?

Unit Goals

In this unit you will:

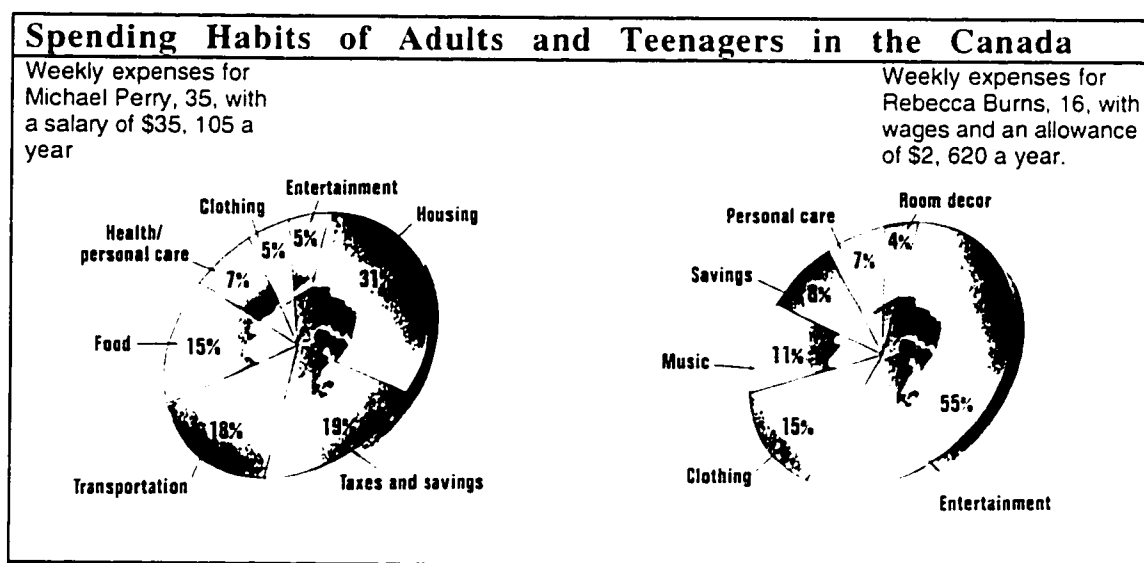
Talk about shopping and prices: *How much is that hat?*

Talk about preferences: *I prefer the red one*

Make comparisons: *The colour is prettier.*

1 Snapshot

Source: Adapted by K. Rooney from *New Interchange 1*
(Richards et al., 1997)



Talk about these questions:

How does Michael Perry spend most of his money?

How Rebecca Burns spend most of her money?

How do their spending habits compare?

How do you spend your money? Make two lists: things you have to buy and things you like to buy.

2 Expenses

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

A Group work. Your teacher will give you a chart listing two monthly expenses categories (e.g. food, transportation). Ask each member of your group how much he or she spends on these two categories and fill in the chart. Ask each member of your group like this:

A: How much do you spend on ...?

B: Oh, I spend (about) ... How about you?

A: Nothing. I live with my parents.

B Group work. Find the average for your group.

C Class activity. Compare group averages.

3 Listening

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Listen to people compare prices in three cities. Complete the information.

| | One litre of gas | Bus fare | Dinner for two in a restaurant |
|-------------|------------------|----------|-----------------------------------|
| Honolulu | | | |
| Mexico City | | | |
| Tokyo | | | |

B Language focus Source: K. Rooney, 1998

Read the following sentences.

- a) Montreal is a big city. b) Tokyo is a very big city.
c) Montreal is cheap. d) Mexico City is very cheap.

- 1) Which city is bigger? _____
2) Which city is cheaper? _____

3) What is the function of *very* in sentences b and d? _____

4) The following text is the transcript from section 3. Read the transcript and find five more intensifying adverbs.

MAN: *Anne, you're from Honolulu, right?*
ANN: *Yes, I am.*
MARIA: *Honolulu is a very expensive place to live, isn't it?*
ANN: *Well, yes, I guess so. It's probably more expensive than Mexico City. That's your hometown, isn't it, Maria?*
MARIA: *Yes.*
MAN: *Yeah, but Tokyo is even more expensive than Mexico City or Honolulu.*
ANN: *Oh, I'm not sure about that. Why don't we compare some prices and find out.*
MAN: *Okay. Like what?*
ANN: *Well, how about gas? How much does a litre of gas cost in Tokyo?*
MAN: *A litre of gas cost about one dollars and eighty cents in Tokyo.*
MARIA: *Mexico City is less expensive. It's only fifteen cents a litre.*
ANN: *And in Honolulu, gas costs about a dollar ten a litre.*
MARIA: *How about public transportation ... like taking the bus?*
ANN: *Bus fare is really cheap in Honolulu. It costs only sixty cents to go anywhere on the island.*
MAN: *In Tokyo, it costs about a dollar-thirty to take the bus.*
MARIA: *And it's much cheaper in Mexico City. It's only three pesos - about one cent.*
MAN: *Well how about going out for dinner? In Tokyo, a good restaurant is extremely expensive. It costs at least eighty dollars. It can cost a lot more, of course.*
ANN: *In Honolulu, it costs about fifty dollars for dinner for two.*
MARIA: *Well, it's really cheap to eat out with my husband. Only twelve dollars for us to go to a good restaurant in Mexico city.*
ANN: *Gee, I'd say that Mexico City is ...*

C Pronunciation: *Stressed words* Source: K. Rooney, 1998

1) Listen to the following sentences. Underline the words you hear being stressed.

- a) Bus fare is really cheap in Honolulu.
- b) Tokyo is even more expensive.
- c) And it's much cheaper in Mexico City.
- d) It's only three pesos!
- f) The restaurant was extremely expensive.
- g) No, Montreal is very cheap.
- h) Yes, Montreal is very cheap.

D Practice the following dialogues. Pay attention to the stressed words.

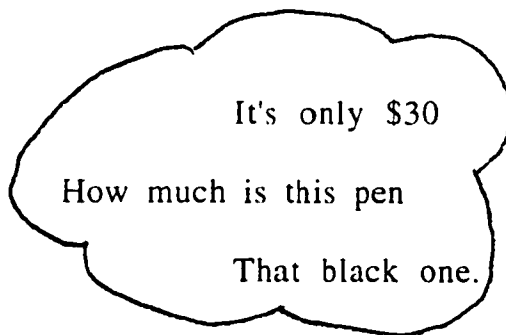
- 1) A: How much is dinner for two in Tokyo
B: It's extremely expensive. It costs about eighty dollars.
- 2) A: Is Montreal an expensive place to live?
B: No, it's very cheap
- 3) A: Montreal's a cheap place to live, isn't it?
B: Yes, it's very cheap.
- 4) A: Toronto's an expensive place.
B: Yes, but Vancouver's even more expensive.
- 5) A: How much is gas in Mexico City?
B: Oh, it's cheap! Only seventy cents a gallon.

4 Conversation: Prices

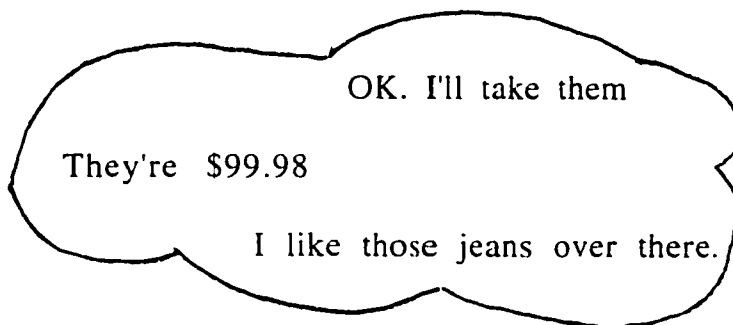
Source: Adapted by K. Rooney
from *New Interchange 1* (Richards et al., 1997)

A Complete the conversations with phrases in the bubbles.

- 1) A: Excuse me. _____?
B: Oh, that's on sale. _____.
A: \$30! Are you kidding? Well, how about
that one over there?
B: Which one?
A: _____.
B: It's \$25.
A: Well, thanks anyway.



- 2) A: Hello. _____. How much are they?
B: Which ones?
A: Those white ones.
B: _____.
A: Almost \$100. That's crazy
B: Well, these blue ones are only \$40.
A: _____.

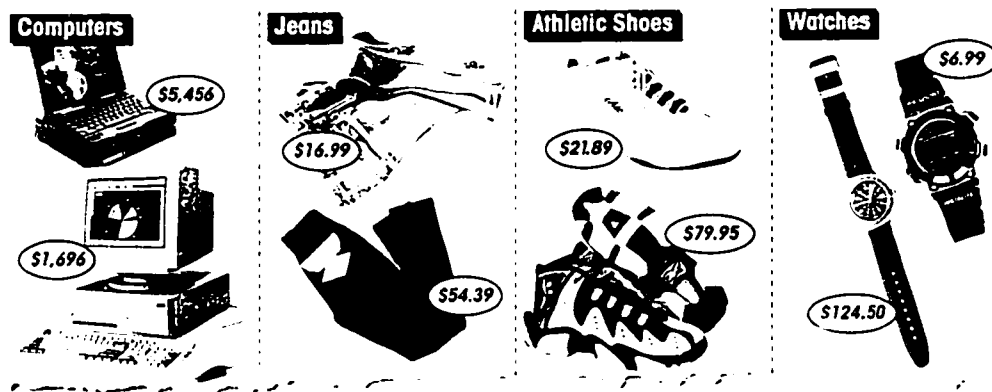


B Listen and practice the dialogues.

5 That's Expensive!

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Pair work. Ask and answer questions about these products. For help with numbers, see the appendix on page 276.



A: How much is the computer?

B: Which one?

A: The small one. / This one.

B: It's \$5,456.

A: That's expensive!

6 Listening

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Listen to Tim and Sandra shopping, and complete the chart.

| Item | Price | Do they buy it? | | Reason |
|-----------------|-------|-----------------|-----|--------|
| | | YES | NO | |
| 1) rollerblades | | [] | [] | _____ |
| 2) cap | | [] | [] | _____ |
| 3) sunglasses | | [] | [] | _____ |

7 Language focus

(Richards et al., 1990)

Source: Adapted from *Interchange 1*

A Read the following sentences and phrases.

Column 1

Column 2

| | |
|---------------------------------|--------------------------------|
| How much is this pen? | I like those jeans over there. |
| These blues ones are only \$40. | That black one. |
| How much are these? | How about that one. |
| This blue one. | How much are those white ones? |

B Which column refers to objects: 1) close to the speaker? _____

2) further away from the speaker? _____

C What is the difference between: 1) this and these _____

2) that and those _____

D The following sentences refer to either singular or plural objects.
Write *s* for singular and *p* for plural

They're \$99.98 _____

Which ones? _____

It's \$25. _____

Which one? _____

I'll take them. _____

E Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Look at the pictures and complete these conversations.

1. A: Excuse me. How much _____ jeans?
B: Which _____? Do you mean _____?
A: No, the light blue _____.
B: Oh, _____ \$59.95.
A: Almost sixty dollars! Are you kidding?



2. A: I like _____ backpack over there.
How much _____ it?
B: Which _____? Each backpack has a different price.
A: _____ red _____.
B: It's \$98.50. But _____ green _____ is only \$45.
A: OK. Let me look at it.



F Pronunciation: *Linked sounds*

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Source: Borrowed from *New*

1) Listen and practice. Final consonants are often linked to the vowels that follow them.

A: How much are these pants?
B: They're forty-eight dollars.

A: And How much is this sweater?
B: It's thirty-seven dollars.

2) Pair work. Ask and answer four questions about prices in this unit. Pay attention to the linked sounds.

8 Colours

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

What colours in English do you know?

Group activity. Your group will be assigned a few different colours. Find objects in the room and in the surrounding area that have those colours. You have five minutes.

9 Word Power: *Materials*

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

A Pair work Identify these things. Use the words from the list.
What other materials are these things sometimes made of? Make a list.

| | | | |
|-----------------------|------------------------|---------------------------|------------------------|
| a cotton shirt | leather gloves | a plastic bracelet | a silk scarf |
| a gold ring | polyester pants | rubber boots | silver earrings |



1.



2.



3.



4.



5.



6.



7.



8.

B Class activity Which of the materials can you find in your classroom?

"Juan has a leather bag."

10 Problem-solving: *Comparisons with adjectives*

Source: adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

How would you complete the following dialogues.

- 1) A: Which one do you **pre**_ _ _ .
B: I **pre**_ _ _ the leather one.
- 2) A: Which one do you like **bet**_ _ _ / **m**_ _ _ e?
B: I like the leather one **bet**_ _ _ / **m**_ _ _ e.
- 3) A: The leather jacket is _____ **th**_ _ the wool one. (pretty)
B: That one is _____ **th**_ _ the red one. (attractive)

B Comparisons with adjectives

| | |
|-----------|------------|
| pretty | > prettier |
| nice | > _____ |
| cheap | > _____ |
| big | > _____ |
| good | > _____ |
| expensive | > _____ |

C Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Complete the following conversations. Then practice with a partner.



polyester tie



silk tie



medium shirt

large shirt



leather boots

rubber boots

1. A: Which tie is
the orange one or the
blue one? (pretty)

B: Well, the blue one is
silk. And silk is

polyester. (nice)

2. A: Is this green shirt

that yellow one? (large)

B: No, the yellow one is
It's a

large. The green one is
a medium. (big)

3. A: Which are
the brown boots or the
black ones? (cheap)

B: The brown ones are
leather. And leather is

rubber. (expensive)

11 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Anne has won a gift certificate to buy \$200 worth of clothes at a department store. Listen to her discussing jackets with Sue at the department store and complete the chart.

| | jacket she likes | Reason |
|------|------------------|--------|
| Sue | | |
| Anne | | |

- B** 1) What does Anne decide to buy?
2) What does Sue think of it?

12 Making Comparisons

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Pair work. Your teacher will give you advertisements from a shopping catalogue. Compare the items with a partner. Give your own opinions.

A: Which tie do you like better?

B: I like the orange one better.

13 Writing

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| Cost in my country | Cost in Canada |
|-----------------------|----------------|
| gasoline | \$ |
| a compact disc | \$ |
| a haircut | \$ |
| a pair of jeans | \$ |

Many things are more expensive in my country than in Canada. For example, a litre of gas is about \$66. In Canada, it's cheaper. It's about 60 ¢ per litre.

14 Reading

(Richards et al., 1997)

Source by K. Rooney from *New Interchange 1*

Shop Till You Drop

Look at the pictures of different kinds of shopping in the United States. What kind of shopping can you do in your country?



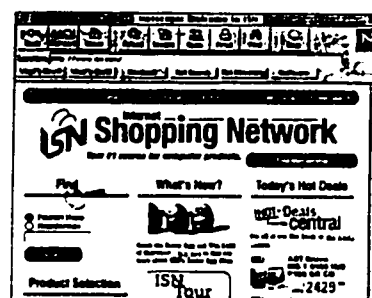
Catalog Shopping

People in the United States often shop from catalogs. There are special catalogs for almost every need – including clothing, furniture, health and beauty products, and things for the kitchen. People also order about 40% of their music from music club catalogs. Customers say that music stores are too noisy.



Television Shopping

Television shopping began in 1986. About 5% to 8% of the American public now shops by television. Some popular shopping channels are the Home Shopping Network and QVC. Customers say that television shopping is easier than shopping in a store. How do they buy things? They make a phone call and charge the item to their credit card. And TV shopping channels are on late at night, so people can "go shopping" anytime.



Computer Shopping

Is computer shopping the way of the future? About 37% of American households now have personal computers. And shopping by computer (or "shopping on-line") is interesting to more people every day. Already, shoppers can use their computers to order many different products, such as computer products, flowers, food, T-shirts, and posters. And new on-line shopping services appear every day. Soon people may be able to shop for anything, anytime, anywhere in the world.

A Read the article. Check (✓) True or False. For the false statements, give the correct information.

| | True | False |
|---|--------------------------|--------------------------|
| 1. About 60% of music in the United States is sold through music stores. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Home Shopping Network is the name of a computer shopping service. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. About 37% of American households do their shopping through the computer. | <input type="checkbox"/> | <input type="checkbox"/> |

B Group work. Talk about these questions.

- 1) Do you like shopping? How often do you usually shop? When do you usually shop?
- 2) What kinds of shopping do you like? Check [] the appropriate boxes.

- | | |
|--|--|
| <input type="checkbox"/> shopping at discount stores | <input type="checkbox"/> shopping at small stores |
| <input type="checkbox"/> television shopping | <input type="checkbox"/> catalogue shopping |
| <input type="checkbox"/> computer shopping | <input type="checkbox"/> shopping at a mall |
| <input type="checkbox"/> shopping at department stores | <input type="checkbox"/> shopping at secondhand or stores or thrift stores |

C Planning and Report

Have a group spokesperson tell the class about your group's shopping habits. First plan carefully what to say and have a group secretary write it down.

Listen to the reports. What are the most popular kinds of shopping and the most popular types of shopping in the class?

D Language focus 1 Source: K. Rooney, 1998

- 1) Read the following sentences from the text.

They make a phone call and charge **the** item to their credit card.
Is computer shopping **the** way of the future.

- 2) Why do we say **a phone call**, but **the item**? _____

- 3) Fill in the blanks.

- a) I shop at _____ dollar store on the corner of Sherbrooke Street and Cavendish Street.
- b) There isn't _____ dollar store on Monkland Avenue.

E Language focus 2: Grammar words Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

The following use of **by** is found in the text.

meaning *how*

Shopping **by computer** is interesting to more people everyday.
About 5% to 8% of the American public now shops **by television**.

Other uses of **by**

meaning *who*

...a movie by Steven Spielberg

meaning *when*

I've got to finish this by tomorrow.

meaning *where*

Where's the phone book? It's over there by the computer.

Exercise. Write *how*, *who*, *when* or *where* in the blanks to indicate the meaning of *by* in the following sentences.

- 1) _____ She usually gets home by 9:00 A.M.
- 2) _____ John goes to work by bus.
- 3) _____ ... handicrafts made by people in Mexico.
- 4) _____ Come and sit here by me.
- 5) _____ Guess what your partner's number is by asking "Is it under 50 ..."
- 6) _____ I think I left it by the phone.
- 7) _____ I have to be in Quebec City by noon.

15 Ordering by Telephone

Source: Adapted by K. Rooney from *Getting Together* (Stempleski et al., 1986)

A Pair work. Complete the conversation. Use each word only once. Practice the conversation together.

| | | | |
|--------|--------|-----------|------|
| pay | order | catelogue | all |
| how | colour | sweater | may |
| credit | size | dark | take |

SALESPERSON: Happysport Company. _____ I help you?

CUSTOMER: Yes. I'd like to order the women's _____ on
page 19 of your _____.

SALESPERSON: What _____ please?

CUSTOMER: Medium.

SALESPERSON: And the _____?

CUSTOMER: _____ green?

SALESPERSON: Will there anything else?

CUSTOMER: No, that's _____.

SALESPERSON: _____ would you like to _____.

CUSTOMER: Do you _____ visa?

SALESPERSON: Certainly. What's your _____ card number?

CUSTOMER: 2174 5192 4583 6183

SALESPERSON: And the expiration date?

CUSTOMER: 1/11/99

SALESPERSON: Fine. Your _____ will arrive in about 10 days.

Thank you for calling Happysport.

CUSTOMER: Thanks. Good-bye.

16 From Our Catalogue

Source: Adapted by K. Rooney
from *Getting Together* (Stempleski et al., 1986)

Pair work. Student *A* will look at page 217.
Student *B* will look at pages 218-219.

A You are a telephone salesperson for the Happysport Company. **B** is a customer. **B** calls to order some items from the Happysport catalogue. Take **B**'s order and fill out the order form.

| THE HAPPYSPORT COMPANY | | | | | | |
|---|----------|--------|------|-------------|---------------|-------|
| ORDERED BY: | | | | | | |
| Name _____ | | | | | | |
| Address _____ | | | | | | |
| City _____ | | | | | | |
| Province _____ Postal code _____ | | | | | | |
| Telephone _____ | | | | | | |
| Catalogue Number | Quantity | Colour | Size | Description | Price Each | Total |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div> <p>CHECK METHOD OF PAYMENT</p> <p><input type="checkbox"/> check/money order</p> <p><input type="checkbox"/> VISA</p> <p><input type="checkbox"/> MASTERCARD</p> <p>Credit card number: _____</p> <p>Expiration Date: _____</p> <p>Signature: _____</p> </div> <div style="text-align: right;"> <p>merchandise _____</p> <p>shipping/</p> <p>handling _____</p> <p>TOTAL _____</p> </div> </div> | | | | | | |

When you finish, show the form to **B** and check it for mistakes. Then change roles. You will be **B** and **B** will be **A**.

B You are a customer. **A** is a telephone salesperson. Look at the Happysport Company (Fall, 1998) catalogue page below and the one on page 219. Choose two items you want to buy. Call the Happysport Company and give your order to **A**.

Boat Hat

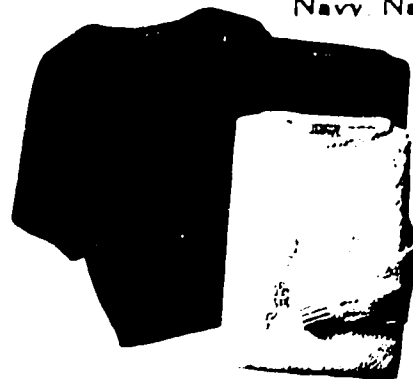
Sizes: 6¹/₄ to 7¹/₄.
1212D Boat Hat, \$10.75 postpaid.
Please specify color choice.



Three colors: Burgundy,
Navy, Natural.

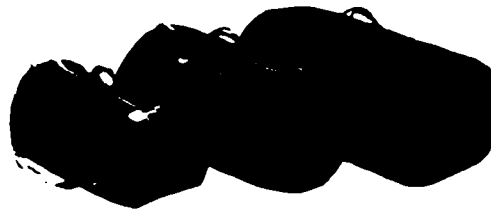
Boatneck Sweater

Men's sizes: Sm., Med., Lg., XLg.
2743D Men's "Softball" Boatneck Sweater, \$38.00 ppd.
Women's sizes: Sm., Med., Lg.
2697D Women's "Softball" Boatneck Sweater, \$38.00 ppd.



Duffle Bags

Three sizes:
Small, 21" long x 11" dia. Wt. 1 lb. 13 oz.
8718D Small Zipper Duffle Bag, \$26.00 ppd.
Medium, 25" long x 13" dia. Wt. 1 lb. 15 oz.
8739D Medium Zipper Duffle Bag, \$31.00 ppd.
Large, 27" long x 16¹/₂" dia. Wt. 2 lbs. 12¹/₂ oz.
8719D Large Zipper Duffle Bag, \$36.00 ppd.



Color:
Dark Brown.



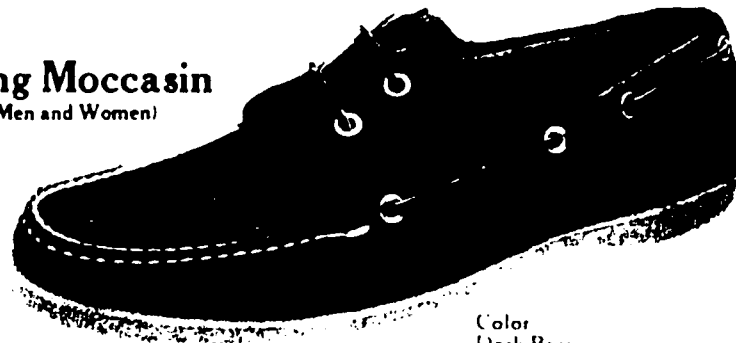
Four colors:
Navy
Burgundy
Olive, Tan.

Size: To size 40. Webbing may be cut to desired length. Wash belt before cutting or allow for 10% shrinkage.

1185D Bean's Military Belt, \$4.75 ppd.

Boating Moccasin

(For Men and Women)



Color
Dark Brown

Men's whole and half sizes 6 to 13 Medium and Wide (No size 12 1/2)
3476D Men's Double L Heavy-Duty Boating Moccasin, \$57.75 ppd.

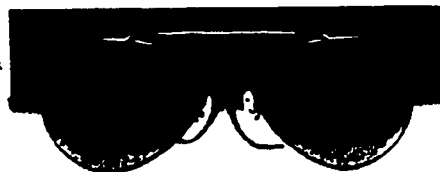
Women's whole and half sizes 5 to 10 Narrow and Medium
3848D Women's Double L Heavy-Duty Boating Moccasin, \$57.75 ppd.

Sun Glasses



Gray lenses.
Gold-Plate metal
frame

Gray lenses
Black
metal frame



AmberMatic® lenses change color and density (Amber to Brown to Gray) as light increases.

8868D Black Frame, Neutral Gray Outdoorsman Glasses, \$40.00 ppd.

8857D Gold-Plated Frame, Neutral Gray Outdoorsman Glasses, \$40.00 ppd.

AmberMatic® Lens. Frame color: Gold-Plate.

8881D Gold-Plated, AmberMatic Outdoorsman Glasses, \$50.00 ppd.

17 Self-Check

(Nunan, 1995)

Source: Adapted by K. Rooney from *Atlas 2*

A Review the language skills you practiced in this unit. Circle your answers.

Can you:

Talk about prices? yes a little not yet

Find or give an example: _____

Make comparisons and express preferences? yes a little not yet

Find or give an example: _____

B How can you get more practice? _____

Review of Units 1-4

1 Listening

Source: Borrowed from *Interchange 1* (Richards et al. 1990)

Listen to Dick and Jane playing "Twenty Questions." Can you guess who they are describing?

"Does he...?"

"Is she a singer?"

"Is he...?"

"Is she...?"

IS HE IN HIS "30S"?

"Does she...?"

"Does he come from...?"

2 Twenty Questions

Interchange 1 (Richards et al., 1990)

Source: Adapted by K. Rooney from

Group work. Now you play the game. Take turns. One student thinks of a famous person. The group can ask up to twenty questions like these. The answers are "Yes" or "No."

Is it a man? (or) Is it a woman?
Does he/she live in the United States?
Is he/she American?
Is he/she a singer?
Does he/she wear glasses?
Is he/she in his 30s.

OR

One student thinks of a job. The group ask questions like these:

Do you:

| | |
|-----------------|------------------|
| wear a uniform? | work ... inside? |
| wear a suit? | outside? |
| wear overalls? | in an office? |
| travel? | on a farm? |

When you think you know the person's name say:

Is he ... (name)? (or) Is she ... (name)?

When you think you know the person or job, say:

Are you a _____?

3 What's the question?

Source: Adapted by K. Rooney
from *New Interchange 1* (Richards et al., 1997)

Look at the answers. Write the questions. Then compare answers with a partner.

- | | |
|--|---|
| 1) No, Teresa and I aren't in the same class. She's in the morning class. | 6) I leave home at 6:30 in the evening on weekdays. |
| 2) My sister? She goes to the University of Toronto. | 7) I speak Polish, Russian and French. |
| 3) I'm a reporter for the Montreal Gazette. | 8) The red sweater is nicer than the purple one. |
| 4) No, my teacher isn't American. She's Canadian. | 5) The computer? It's \$545. |

B Pair work. Write five statements like the ones above. Take turns reading your statements to another pair and having them make questions.

4 Role Play: In a department store

Source: Adapted by K.

Rooney from *New Interchange 1* (Richards et al., 1997)

Group A: You are store clerks. Answer the customer's questions. Your goal is to be the first clerk to sell his or her merchandise and make more money than the other clerks.

Group B: You are customers. You have \$75. You must buy the items on your shopping list. Different clerks are selling the same kinds of items for different prices. Ask the clerks for the price of the items you have to buy. Decide which ones you want to buy.

A: Can I help you?

B: Yes. How much ...?

A: Which one(s)?

B: ...

Change roles and try the role play again.

5 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Listen to one side of a conversation and choose the correct answer.

- 1 a) ☐ I work in an office
b) ☐ Yes, very early. Before 7:00 A.M.

- 2 a) ☐ No, we don't.
b) ☐ Oh, that sounds interesting.

- 3 a) ☐ Yes, I have a laptop.
b) ☐ A good laptop computer costs over \$2000.

- 4 a) ☐ Yes, I'm from Italy.
b) ☐ Actually, I work here.

- 5 a) ☐ Nice talking to you.
b) ☐ No, I don't work on Saturdays.

- 6 a) ☐ I like the polyester one better.
b) ☐ Well, thanks anyway.

5 Do you like jazz?

Unit Goals

In this unit you will:

Talk about likes and dislikes: *I don't like classical music.*

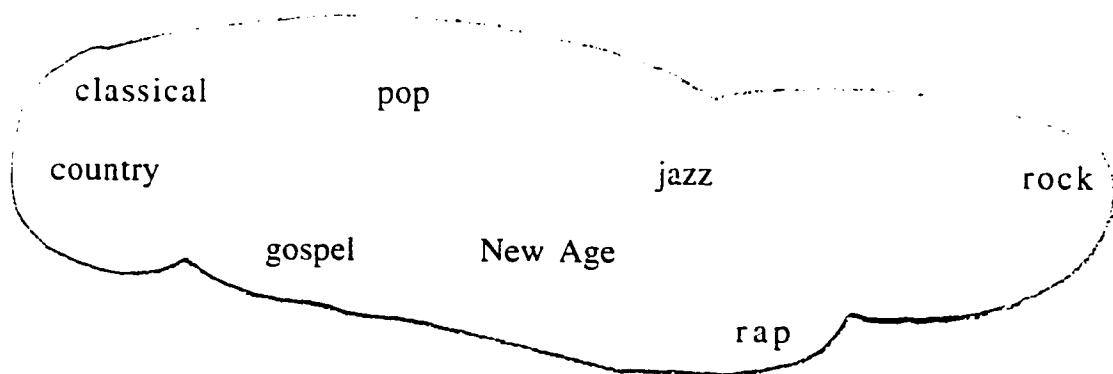
Talk about music, movies, and TV programs: *What do you think of Star Trek?*

Make invitations and excuses: *Would you like to go to a concert? Sorry, I'd like to, but I have to work.*

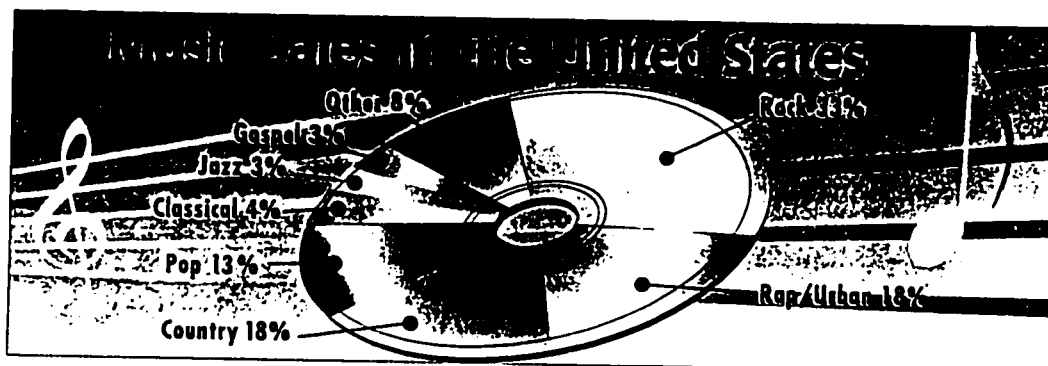
1 Music Survey Source: K. Rooney, 1998

A Listen to the musical styles and complete the chart.

| listening example | like a lot | okay | don't like very much | hate/can't stand |
|-------------------|------------|------|----------------------|------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |



B Snapshot Source: Borrowed from *New Interchange 1* (Richards et al., 1997)



Source: The Recording Industry Association of America

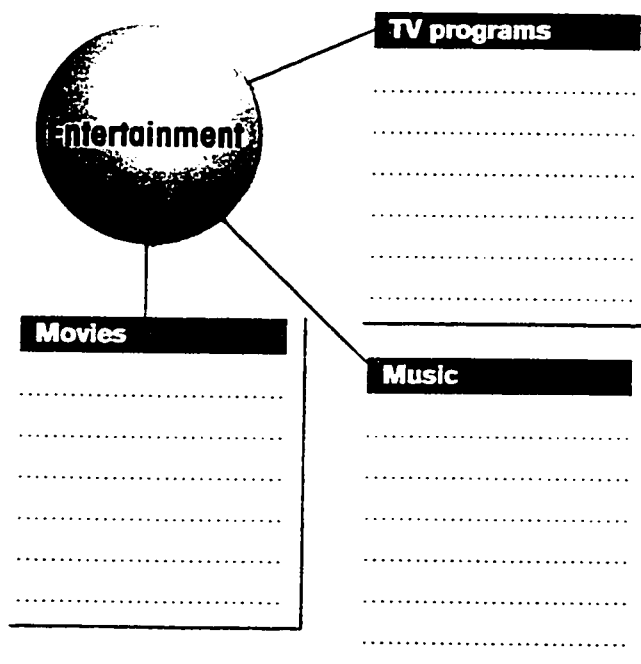
Talk about these questions.

*Which of these kinds of music do people in your country listen to?
What other kinds of music do people in your country like?*

2 Word Power: *Entertainment*

2 Word Power: *Entertainment* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Group work. Your teacher will give you cards with entertainment words written on them. Complete the chart using the words from the cards.



B Add three more words to each category. Then compare with a partner.

C Number the items in each list from 1 (you like it the most) to 7 (you like it the least).

3 Entertainment Survey

Interchange 1 (Richards et al., 1997)

Source: Borrowed from *New*

Gloria Estefan

A Group work Write five questions about entertainment and entertainers. Then ask and answer your questions in groups.



B Group work Complete this information about your group.

What's your favorite kind of ... ?

music: _____

movie: _____

TV program: _____

Who's your favorite ... ?

singer: _____

actor: _____

actress: _____

C Class activity Read your group's list to the class. Then find out the class favorites.

4 Language focus: *Pronouns* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A The following sentences are similar to those used in the task in section 3.

1) Read each sentence.

| | |
|-------------------------------|------------------------------|
| I don't like him. | He is a singer. |
| I love her movies. | She is a great actress. |
| It's my favourite TV program. | I like it a lot. |
| They are a jazz group. | My sister really likes them. |

2) Do you know the rules for using pronouns?

use: _____ for males
_____ for females
_____ for more than one person (males or females)
_____ for singular inanimate objects
_____ for plural inanimate objects

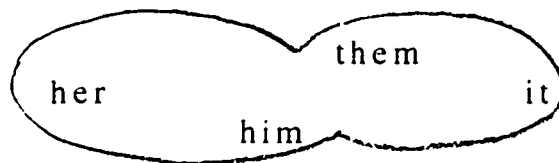
3) Which pronouns are used as subjects of a sentence _____

4) Which pronouns are used as objects? _____

5) Which object pronoun can be used as both a subject and an object?

B Complete these conversations with words from the bubble.

- 1) A: Do you like jazz?
B: Yes, I do. I like _____ a lot.
- 2) A: Do you like Sylvester Stallone?
B: No, I don't like _____ very much.
- 3) A: Do you like Celine Dion?
B: Usually, but I don't like _____ new CD.
- 4) A: Do you like the Rolling Stones?
B: Yes, but my wife can't stand _____.

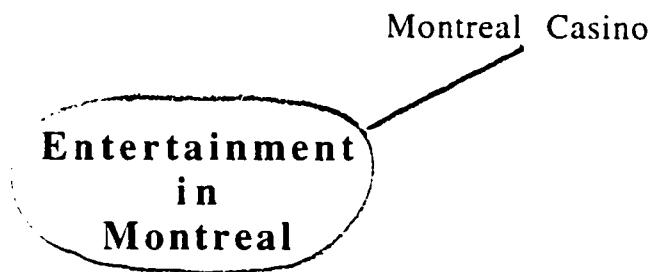


5 Vocabulary

(Nunan, 1995)

Source: Adapted by K. Rooney from *Atlas 2*

A Class activity. With your teacher, brainstorm things you can do in Montreal for entertainment. Write them on the word map below.



B Rate the entertainment activities from **A** according to the following scale.

1 = I would love to go.

2 = I would like to go

3 = I wouldn't like to go.

4 = I would hate to go.

C Group work. Compare your ratings with those of three other students in class.

6 Invitations Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A With your teacher discuss how to make and respond to invitations.

Making invitations

Accepting

Refusing

B Pair work Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Respond to these invitations. Then practice with a partner.

1. A: I have tickets to the baseball game on Saturday. Would you like to go?
B:
2. A: Would you like to come over for dinner tonight?
B:
3. A: Would you like to go to the gym with me on Friday night?
B:
4. A: There's a great movie on TV tonight. Would you like to watch it with me?
B:

7 Week Planner Source: Adapted from *Fast Forward 1* (Black et al., 1986)

A This is your schedule for four days of the coming week. Your teacher will give you a copy of the entertainment section of a newspaper. Find three events listed in the entertainment section that you would like to attend and add them to the list below.

go to the Montreal Casino
go to a hockey game at the Molson Centre
go to a movie at the Palace
go to a concert at the Arts Centre

B Class activity. Find someone in the class who would like to do the events listed in A with you. Fill in the Week Planner shown below. But you must not do the same thing twice in the week and you must not see the same person twice in the week.

| Week Planner | |
|--------------|--|
| MON | |
| TUES | |
| WED | |
| THUR | |
| FRI | |
| SAT | |
| SUN | |

8 Listening

Source: Borrowed from *New Interchange 1*

(Richards et al., 1997)

Listen to three people inviting friends to events and activities. Complete the chart. Do the friends accept the invitations?

| Event/Activity | Day | Time | Accept? | |
|-------------------|-----|------|---------|----|
| | | | Yes | No |
| 1. Jake and Paula | | | | |
| 2. Lucy and Chris | | | | |
| 3. Rich and Ed | | | | |

9 Making Invitations

Source: Adapted from *New*

Interchange 1 (Richards et al., 1997)

Think of three things you would like to do. Then invite a partner to do them with you. What follow-up questions could your partner ask?

10 Language focus: *prepositions* Source:

Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Circle the prepositions in the following sentences:

- 1) There's a jazz concert at the Blue Note on Friday at 10 o'clock.
- 2) Would you like to go swimming at the McGill pool on Saturday?

Do you know the rule?

Use _____ + place
 _____ + day
 _____ + time

11 Reading

(Richards et al., 1997)

Source: Adapted by K. Rooney from *New Interchange*

The Sound of Music

What are some traditional kinds of music in your country?

Do you like popular music from Latin America, the United States, or Asia? Many musicians from around the world blend their country's music with popular sounds.

Caetano Veloso

After thirty years, Caetano Veloso is still one of Brazil's most important musicians. He mixes rock with the music of the Bahia region. Bahia is a state of Brazil that is strongly influenced by African culture. Caetano Veloso is an excellent songwriter and poet. He says of his music, "I make my records like a painter paints his canvas."



Bonnie Raitt

Bonnie Raitt is an American singer, songwriter, and guitarist. Her music blends rock with country and the blues. The blues is a kind of folk music that is often sad. It is usually about love and the problems of life. Bonnie Raitt's strong, rough voice is perfect for singing country and the blues.



Cui Jian

Cui Jian [pronounced "isay iyan"] is a very important musician in the growth of rock music in China. Western styles, like jazz and rap, clearly influence his music. However, his music is very Chinese in its instruments and sounds. Cui Jian says his music expresses the feelings of Chinese young people.

A Read about the three musicians. Complete the chart.

| Nationality | Types of music he/she blends |
|-------------------|------------------------------|
| 1. Caetano Veloso | |
| 2. Bonnie Raitt | |
| 3. Cui Jian | |

B Pair work Talk about these questions.

1. What do these three musicians have in common?
2. How does Caetano Veloso make his records?
3. Why is Bonnie Raitt's voice good for country and blues music?
4. What does Cui Jian want his music to express?

C Language focus: Uses of *like* Source: K. Rooney, 1998

a The following sentences from *The Sound of Music* feature the word *like*. Match them with the different meanings for *like* below.

- 1) "Do you like popular music from Latin America, the United States, or Asia?"
- 2) "I make my records like a painter paints his canvas."
- 3) "Western styles, like jazz and rap, clearly influence his music."

___ meaning the same as or similar to

___ meaning enjoy or to be pleased with

___ used when giving examples

b Write complete sentences using the following prompts. For example:

Do/have/clothes/those/the picture.

Do you have any clothes like those in the picture.

- 1) Science fiction shows/Star Trek/favourite.

- 2) I think he/looks/Tom Cruise.

- 3) Is your VCR/Linda's.

- 4) Jazz groups/The Cranberries perform/Bluenote.

12 Self-Check

(Nunan, 1995)

Source: Adapted by K. Rooney from *Atlas 2*

A Review the language skills you practiced in this unit. Circle your answers.

Can You:

Talk about likes and dislikes? yes a little not yet

Find or give an example: _____

Make, accept, and refuse invitations? yes a little not yet

Find or give an example: _____

B How can you get more practice? _____

6 How often do you exercise

Unit Goals

In this unit you will:

Talk about routines and exercise: *I lift weights every day.*

Talk about frequency: *How often do you usually exercise?*

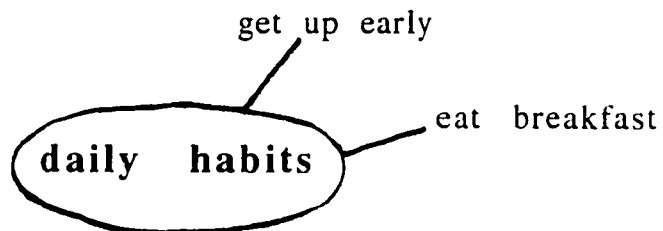
Talk about abilities: *I'm pretty good at tennis.*

1 Daily Schedules and Habits

Source: K. Rooney,

1998

A Class activity. With your teacher, brainstorm things you do every day or almost every day. Write them on the word map below.



B Class discussion. Compare your daily habits with your classmates.

2 Find the ideal roommate

Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)

A You want a new roommate for your apartment. Is your ideal roommate in the class? Find out by asking these and other questions to at least three classmates. Put a check (✓) in the appropriate column. But first answer the questions yourself.

| | me | | | | | | me | | | | | | me | | | | | me | | | | | | me | | | | | | me | | | | | |
|---------------------|--------|---------|-------|-----------|-------------|-------|----|--|--|--|--|--|----|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|
| Do you... | always | usually | often | sometimes | hardly ever | never | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| get up early? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| smoke? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| have noisy parties? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| do the cleaning up? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | me | | | | | | me | | | | | | me | | | | | me | | | | | | me | | | | | | | | | |
|-----------------------------|--------|---------|-------|-----------|-------------|-------|----|--|--|--|--|--|----|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|--|--|--|--|
| Do you ... | always | usually | often | sometimes | hardly ever | never | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| sleep with the window open? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| go to bed late? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| _____? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| _____? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

B Class discussion. Did anyone find the ideal roommate? Why or why not?

3 Language focus: *Adverbs of frequency* Source: K. Rooney, 1998

A The following sentences are similar to the ones you practised in section 2. First read the sentences. Then answer the questions in part B.

I always sleep with the window open.
I almost always watch TV after dinner.
I usually put things away.
I often sing in the shower.
I sometimes go to bed late.
Sometimes I have noisy parties.
I hardly ever cook my meals.
I never get up early.
Do you ever drink beer?

B Do you know the rule?

The usual position for adverbs of frequency is before _____

How is *sometimes* different? _____

C Draw a line to show where each adverb should go in each sentence.

- 1) A: What do you do on Saturday mornings? (usually)
B: Nothing much. I sleep until noon. (almost always)
- 2) A: Do you go out on Saturday night. (usually)
B: Yes, I do. (often)
- 3) A: What do you do after class? (usually)
B: I meet friends for a drink (often)
but I go straight home. (sometimes)
- 4) A: Do you go to the gym? (ever)
B: I go to the gym. (hardly ever)

D Pair work. Take turns asking the questions in part C. Give your own answers.

E Syllable stress Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

1) Listen to the following sentences on tape and underline the stressed words in each sentence.

I hardly ever do yoga in the morning.

I often go rollerblading on Saturdays.

I almost always play tennis on weekends.

2) Practice saying the sentences.

3) Write three sentences about yourself using adverbs of frequency. Then take turns saying the sentences using the correct stress.

4 Snapshot

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

| Top six sports and fitness activities for teenagers in the United States | MALES | FEMALES |
|---|--------------------|----------------------------|
| | 1. Football | 1. Swimming |
| | 2. Basketball | 2. Basketball |
| | 3. Weight training | 3. Bicycling |
| | 4. Jogging | 4. Aerobics |
| | 5. Bicycling | 5. Jogging |
| | 6. Swimming | 6. Regular fitness program |

Talk about these questions.

Source: *America's Youth in the 1990s*, George H. Gallup International Institute

Do males and females in your country enjoy any of these sports or activities?

Do you enjoy any of these or other sports or activities? Which ones?

5 Word Power: *Sports and exercise* Source: Borrowed from *New Interchange 1* (Richards et al., 1997)



A Pair work Which of these activities are popular with the following age groups? Check (✓) the activities. Then compare with a partner.

| | Children | Teens | Young adults | Middle-aged people | Older people |
|-----------------|----------|-------|--------------|--------------------|--------------|
| aerobics | | | | | |
| baseball | | | | | |
| bicycling | | | | | |
| Rollerblading | | | | | |
| soccer | | | | | |
| swimming | | | | | |
| tennis | | | | | |
| weight training | | | | | |
| yoga | | | | | |

A: I think aerobics are popular with teens.

B: And with young adults.

6 Fitness poll Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Group work. Decide what questions you would like to ask the other members of your group. Take a poll in your group. One person takes notes.



B Planning and Report. Have a group spokesperson tell the class about the member of your group who has the best fitness program. First plan carefully what to say and have a group secretary write it down.

Listen to the reports. Which student has the best fitness program in the class.

7 Listening

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)



Listen to what Ted, Wanda, and Kim like to do in the evening.
Complete the chart.

Ted

Wanda

Kim

8 Language focus: *collocation*

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

Source: Borrowed

Pair work. Which of the following activities are used with *do*, *go*, or *play*?

aerobics

rollerblading

tennis

baseball

soccer

weight training

bicycling

swimming

yoga

do aerobics

go bicycling

play baseball

Do you know the rules?

Use: _____ + an activity _____
 _____ + an activity _____
 _____ + a sport _____

9 Writing *Favourite activities* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Write a letter about your favourite activities.

Dear Julio:

Hello from Canada! I'm having a great time here. I usually work out every day. I get up early in the morning and go running for about an hour. Then, I often go to the gym and do aerobics. Sometimes I go for a walk in the afternoon. About once a week, I play basketball. I'm in great shape. I hope you and your family are well.

Yours sincerely,
Fernando

B Group work. Take turns reading your compositions outloud. Then answer any questions from the group.

10 Problem-solving: *Grammar words* Source:

Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Complete the sentences with words from the bubble.

How often do you work out?

Twice a week

How much time do you spend at the gym?

How long do you spend working out?

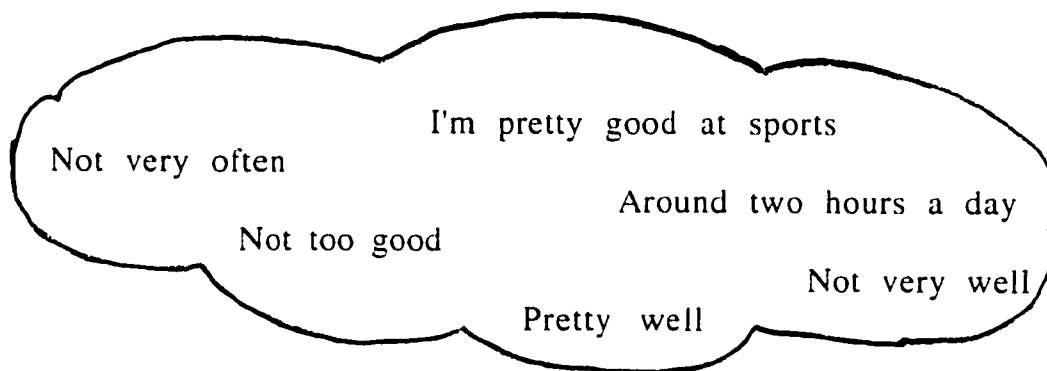
I don't work out.

How well do you play racquetball?

About average, I guess.

How good are you at sports?


I guess I'm okay.



B Class discussion. Ask and answer questions such as those in part A.

11 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

 Listen to John, Anne, and Phil discuss sports and exercise. Which one is a couch potato? a fitness freak? a sports fanatic?



a couch potato



a fitness freak



a sports fanatic

1.

2.

3.

12 Sports Survey

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

A Write four questions such as those in section 10.

B Group work. Take turns asking each person your questions. Who in your group is a couch potato? a fitness freak? a sports fanatic?

C Class activity. Report your groups findings to the class. Find out who is the biggest couch potato, fitness freak, or sports fanatic in the class. Here are two examples.

Renata is a couch potato. She watches TV in the morning before she goes to work. She also watches TV for four hours every night.

Mario is a fitness freak. He plays hockey in the winter, baseball in the summer and goes to the gym everyday.

13 Language focus: *well vs. good* Source: K. Rooney, 1998

Complete the following dialogues with *good* or *well*.

A: Are you a _____ swimmer Ali?

B: Yes, I am.

A: Sara, does Kesha swim?

B: Yes, she does.

Do you know the rule?

_____ is an adjective and describes nouns.

_____ is an adverb and describes verbs.

14 Fitness Quiz

(Richards et al., 1997)

Source: Borrowed from *New Interchange 1*

A Pair work. Interview a partner using this simple quiz. Then add up your partner's score, and find his or her rank below.

| Your Nutrition | | Points | Your Fitness | | Points |
|--|--|--------|--|--|--------|
| 1. How many meals do you eat during a day? | | | 7. How often do you exercise? | | |
| • Five or six small meals | | 6 | • Three or more days a week | | 6 |
| • Three meals | | 3 | • One or two days a week | | 3 |
| • One or two meals | | 0 | • Never | | 0 |
| 2. Do you eat at regular times during the day (not too early or too late)? | | | 8. Which best describes your fitness program? | | |
| • Almost always | | 6 | • Both weight training and aerobic exercise | | 6 |
| • Usually | | 3 | • Weight training or aerobic exercise only | | 3 |
| • Seldom | | 0 | • None | | 0 |
| 3. How many servings of fruits and vegetables do you usually have a day? | | | 9. How important is your fitness program to you? | | |
| • Five or more | | 6 | • Very important | | 6 |
| • Two to four | | 4 | • Somewhat important | | 3 |
| • One or none | | 1 | • Not very important | | 0 |
| 4. How much fatty food do you eat? | | | Your Health | | Points |
| • Very little | | 6 | 10. Which best describes your weight? | | |
| • About average | | 3 | • Within 6 pounds (3 kg) of my ideal weight | | 6 |
| • A lot | | 0 | • Within 10 pounds (4.5 kg) of my ideal weight | | 3 |
| 5. Do you take vitamins every day? | | | • More than 12 pounds (5.5 kg) over or under | | 0 |
| • Always | | 6 | 11. How often do you have a complete physical? | | |
| • Often | | 4 | • Once a year | | 6 |
| • Sometimes | | 2 | • Every two or three years | | 3 |
| 6. Do you take more vitamins when you are sick? | | | • Almost never go to the doctor | | 0 |
| • Yes | | 4 | 12. How often do you smoke? | | |
| • No | | 2 | • Never | | 6 |
| | | | • Hardly ever | | 1 |
| | | | • Often | | 0 |
| Rank your partner. | | | Total Points | | |
| 55 to 70 points: Super job! Keep up the good work! | | | _____ | | |
| 35 to 54 points: Good job! Your health and fitness are above average. | | | _____ | | |
| 15 to 34 points: Your health and fitness are below average. Try to learn more about health and fitness. | | | _____ | | |
| 14 points and below: You seem to be out of shape. Now is the time to start making changes. See your doctor or other professionals if you need help. | | | _____ | | |

B Group work Compare your scores in groups. Who is the fittest?
What can you do to improve your fitness?

15 Reading

Source: Adapted by K. Rooney from *New Interchange*

1 (Richards et al., 1997)

Smart Moves

Look at the statements in part A below. Which do you think are true?



It won't surprise fitness freaks to learn that aerobic exercise does more than raise the heart rate. It lifts the spirit and builds confidence. But many brain researchers believe that something else happens, too. Just as exercise makes the bones, muscles, heart, and lungs stronger, researchers think that it also strengthens important parts of the brain.

Research suggests that aerobic exercise helps you learn new things and remember old information better. Aerobic exercise sends more blood to the brain and it also feeds the brain with substances that develop new nerve connections. If the exercise has complicated movements like dance steps or basketball moves, the brain produces even more nerve connections – the more connections, the better the brain can process all kinds of information.

Scientists still don't fully understand the relationship between exercise and brain power. For the moment, people just have to trust that exercise is helping them to learn or remember. Scientific research clearly shows, however, that three or more workouts a week are good for you. A study in the *Journal of the American Medical Association*, for example, shows that walking four to five miles (6.5 to 8 km) an hour for 45 minutes five times a week helps you live longer. So don't be a couch potato. Get out there and do something!

A Pair work According to the article, which of these statements are probably true? Check (✓) the statements. What information helped you determine this? Underline the information in the article.

Exercise . . .

- | | |
|--|--------------------------------------|
| 1. makes you feel happier. | 5. can help you learn things better. |
| 2. makes you feel more self-confident. | 6. helps you remember things better. |
| 3. strengthens the body. | 7. gives you better eyesight. |
| 4. can increase your height. | 8. helps you live longer. |

B Pair work Talk about these questions. Explain your answers.

1. Do you think that exercise helps people to learn and remember better?
2. Can you think of other benefits from exercise?
3. What benefits are most important to you?

C Practice activity: Source: K. Rooney, 1998

- 1) **Pair work.** write out a list of five useful phrases from the text, omitting one word from each one. For example:

_____ the heart rate.

- 2) Exchange your list with another pair. Complete the other pair's phrases from memory.

16 Self-Check

(Nunan, 1995)

Source: Adapted by K. Rooney from *Atlas 2*

A Review the language skills you practiced in this unit. Circle your answers.

Can you:

Ask about and describe routines and exercise? yes a little not yet

Find or give an example: _____

Talk about abilities? yes A little not yet

Find or give an example: _____

B How can you get more practice? _____

7 We had a great time!

Unit Goals

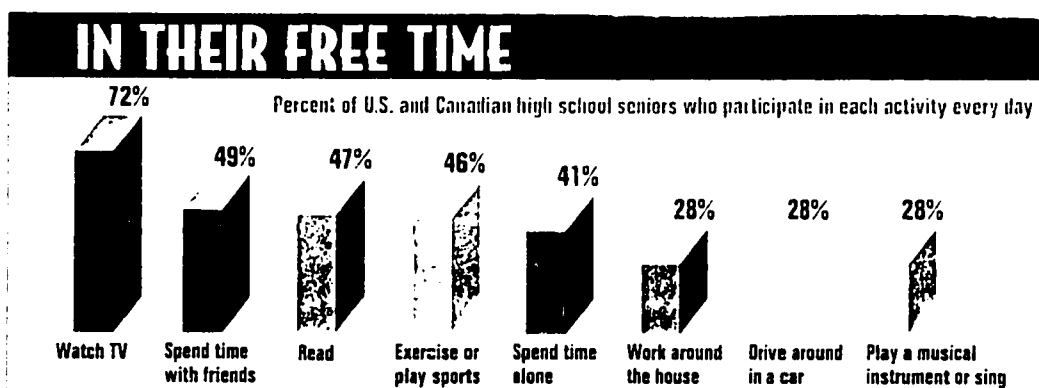
In this unit you will:

Talk about past events: *I saw a good movie.*

Talk about free time and vacations: *How long were you away?*

1 Snapshot

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)



Complete these tasks and talk about them.

Source: University of Michigan
Institute for Social Research

Which of these activities do you do every day?

List three other activities you like to do almost every day.

Put the activities you do in order: from the most interesting to the least interesting.

2 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Listen to Kate and Chris talk about their activities on Sunday.

Where did Kate go? What did she do?

What did Chris do?

3 Any Questions?

1 (Richards et al., 1997)

Source: Borrowed from *New Interchange*

Group work Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least four questions.

A: I went dancing on Saturday night.

B: **Where** did you go?

A: To the Rock-it Club.

C: **Who** did you go with?

A: I went with my brother.

D: **What time** did you go?

A: We went at around 10:00.

E: **How** did you like it?

A: ...



4 Language focus: *Collocation*

from *New Interchange 1* (Richards et al., 1997)

Source: Borrowed

A Find two other words or phrases from the list that are usually paired with each verb.

an art exhibition

a vacation

a party

a trip

shopping

a lot of fun

the dishes

dancing

a play

the laundry

did *housework*

went *swimming*

had *a good time*

saw *a movie*

took *a day off*

B Write five sentences using words from the list.

I saw a movie last weekend.

5 Pronunciation: *Reduced forms of did you*

Source: Borrowed from *New Interchange 1* (Richards et al., 1997)

A Listen and practice. Notice how **did you** is reduced in the following questions.

[dɪdʒə] [wədɪdʒə]
Did you have a good time? **What did you** do last night?

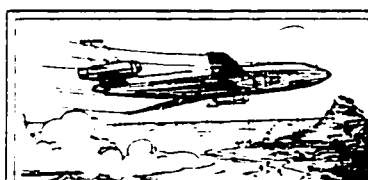
B Pair work. Practice the questions with **did you** that you asked in Section 3. Pay attention to the pronunciation of **did you**.

6 Seasonal and holiday activities

Source:

Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Pair work. These pictures depict seasonal and holiday activities. Describe these activities.



7 Listening

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Listen to Sherry describing a day trip she took on Saturday.

- 1) What does Sherry initially say she did on Saturday?
- 2) What did she really do?

8 Create an imaginary weekend

Source:
Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

A Pair work. Pretend that you and your partner spent last Saturday together from 6:00 A.M. to 6:00 P.M. Create an imaginary story about what you did. Make your story as interesting and exciting as possible. For example, imagine you flew on the Concorde to London for a day. After you have decided on the main points in your story, write the details in the following chart.

| When? | What/Where? | How? | How many? |
|---------------|-------------------------------|-----------------|--|
| Example: 6:00 | We left home for the airport. | We went by bus. | We were on the bus for thirty minutes. |
| 9:00-10:00 | We were on the plane. | | The flight was three hours long. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

B Practise telling your story to one another. You will have to tell your story to another classmate in the next activity.

C Interview other pairs to learn about their imaginary weekend. Follow this process:

- 1) Interview each partner separately.
- 2) Ask each partner the same kinds of questions.
- 3) Try to find differences in the partners' story.
- 4) Use the following chart to write down the details of each partner's story
- 5) Interview at least two pairs.

Find out:

| | Partner 1 | Partner 2 |
|-----------------------------|-----------|-----------|
| Where they went: | | |
| Time they got up: | | |
| Time they had breakfast: | | |
| What they ate: | | |
| Time they left home: | | |
| Where they went: | | |
| How they travelled: | | |
| How long they stayed there: | | |

| | | |
|--|--|--|
| What they did there: | | |
| Whom they saw, met, or talked with: | | |
| Time they came back: | | |

E List the inconsistencies in the stories of each pair.

| |
|---------|
| Pair 1: |
| Pair 2: |
| Pair 3 |

9 Language focus: *Regular and irregular verbs*

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

A Read the following sentences. They are similar to sentences you have used so far in Unit 7.

- 1) We got up at 6:00
- 2) We had cereal for breakfast.
- 3) We waited for the bus.
- 4) We left home at 7:30
- 5) We arrived at the airport at 8:30.
- 6) We ate lunch in an Italian restaurant.
- 7) We played golf in the afternoon.
- 8) We returned home at 6:00.

B Circle the verb in each sentence. Then, look at the form of the verb and divide the sentences into two groups.

Column 1

Column 2

| | |
|---------------------|-----------------------|
| We watched a movie. | I slept on the plane. |
| | |
| | |
| | |
| | |
| | |
| | |

C 1) When did the actions in each sentence occur. How can you tell?

2) How are the verbs in Column 1 different from the verbs in column 2.

3) Which verbs are regular? Which ones are irregular?

D Do you know the rule?

regular past tense verbs are formed by _____

E Practise using regular and irregular past verbs.

1) look at the pictures in *A day in the life of Don Smith* on pages 260-261.

2) Write sentences describing what Don Smith did yesterday in the chart on page 261.

A Day in the life of Don smith

1)



2)



3)



4)



5)



6)



7)



8)



9)



Sentences with regular verbs

Sentences with irregular verb

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

10 Language focus 2: *Past tense questions*

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

A Write the following sentences in the chart below. Classify them according to the chart headings.

Did you have breakfast?
Who prepared breakfast?
Where did you go?
Who bought the tickets?
What movie did you see?
Did you go to a restaurant?
When did you leave?

How long did you stay there?
How much did you spend?
Did you talk to anyone?
What did you do before dinner?
Who paid for the meal?
Did you go shopping?
Why did you return home at 5:00.

| Questions beginning with Did | Questions beginning with What, Where, When, How, Why | Questions beginning with Who |
|-------------------------------------|---|-------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

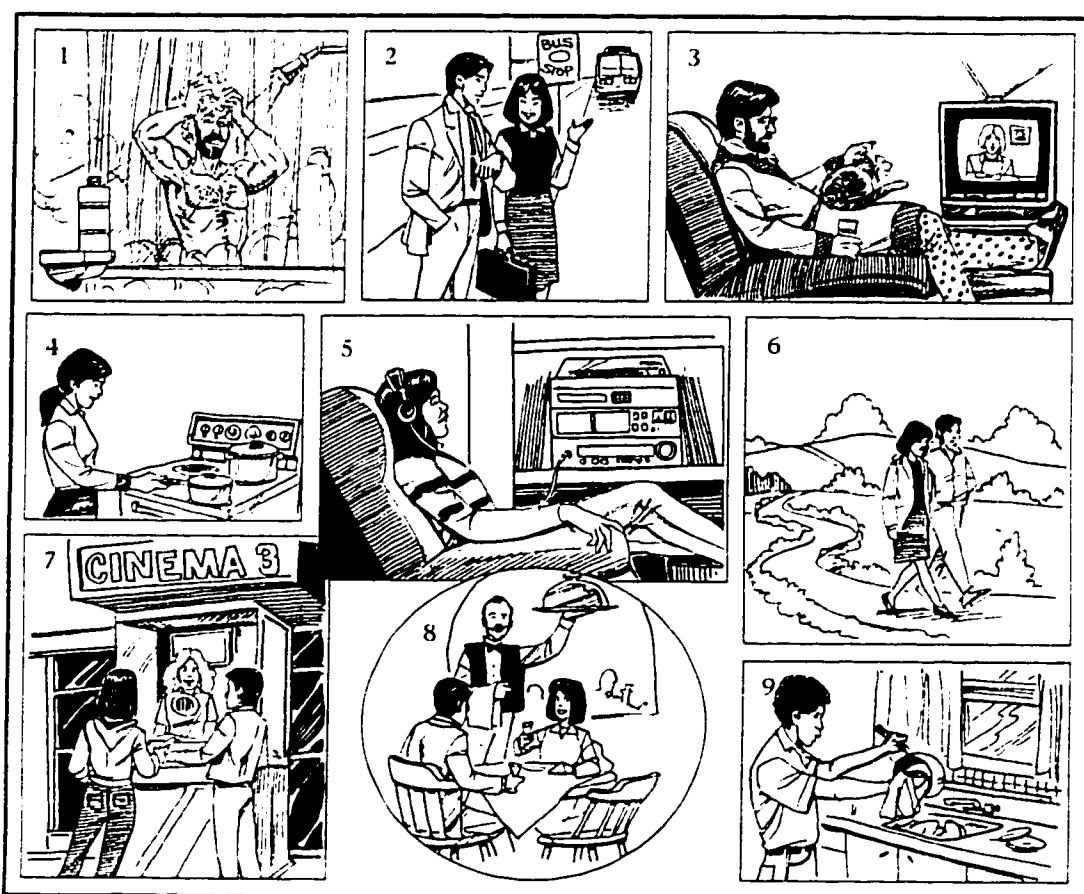
B 1) When do we ask questions beginning with *did* ? _____

2) When do we ask questions beginning with *wh-* ? _____

3) What form of the verb is used with *did* ? _____

4) What happens to *did* when we ask a past tense beginning with *who*? _____

C Pair work. Practise forming past tense questions. Look at the following pictures. Ask your partner questions to find out if he or she did the activities shown in the pictures yesterday.



11 Word Power

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

A Group work. Your teacher will give each group member a list of words which describe places. Work as a group to classify the words into three groups: positive words, negative words, and neutral words.

| Positive | Negative | Neutral |
|-----------|----------|-------------|
| wonderful | awful | interesting |
| | | |

B Can you think of other words to add to the lists?

12 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Listen to Jason and Barbara talk about their vacations. Complete the chart.

| | Yes | No |
|---------|-----|----|
| Jason | | |
| Barbara | | |

13 VACATIONS

Source: Adapted by K. Rooney from New Interchange 1 (Richards et al., 1997).

A Class activity. Think of some questions you would like to ask your classmates about vacations they have taken.

Where did you spend your last vacation?

B Group work. Take turns talking about vacations. Ask the questions generated in part A and any others you can think of.

C Planning and report Who in your group had the most interesting vacation? Have a group spokesperson tell the class who and why. First plan carefully what to say and have a group secretary write it down.

14 Language focus: *past tense of the verb "be"*

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al. 1997)

A The sentences in chart 1 are similar to ones you have used in this unit. Compare them with the present tense sentences in chart 2.

1) Past tense of *be*

| | |
|-------------------------------------|---------------------------------|
| Were you with your family? | Yes, I was. |
| Was she beautiful? | Yes, she was. |
| Was it expensive? | No, it wasn't. |
| Were they happy to be home? | Yes, they were. |
| Were they impressed by the scenery? | No, they weren't. |
| How long were you away? | I was away for three weeks. |
| Where was your hotel? | It was near the beach. |
| What was she wearing? | She was wearing a bathing suit. |

2) Present tense of *be*

| | |
|--------------------------------|--------------------------------|
| Are you busy? | Yes, I am. |
| Is it dirty? | Yes, it is. |
| Is he excited? | No, he isn't. |
| Are they planning to go again? | Yes, they are. |
| Are your parents back yet? | No, they aren't. |
| What's the beach like? | It's small and crowded. |
| How big is the city? | It's very big. |
| Where are the mountains? | They're not far from the city. |

B Do you know the rule?

To form the past tense of the verb *be*: change *am, is* to _____
are to _____
isn't to _____
aren't to _____

C Complete the following conversation with the past tense of *be*.

A: _____ you away last weekend.

B: Yes, I _____. I _____ in San Francisco to visit my family.

A: How _____ it?

B: It _____ okay, I guess. I tried to phone my brother, but he _____ home. He and his wife _____ away on a business trip.

My sister and her family _____ home either. They _____ away camping.

A: I guess it _____ a good time to go home for a visit.

B: Well, at least I had a good visit with my parents.

15 Reading: Vacation postcards

Look at the pictures. What do you think each person did on his or her vacation?

Paula,

I can't believe my trip is over. I arrived in Egypt just two weeks ago! I was with a group from the university. We went to the desert to dig in some old ruins. I didn't find anything, but I learned a lot. I'm tired, but I loved every minute of my trip.

Take care, Margaret

Hi, Luis!

My Hawaiian vacation just ended and I am very relaxed! I spent my whole vacation at a spa in Kailua-Kona. Every day for a week I exercised, did yoga, meditated, and ate vegetarian food. I also went swimming and snorkeling. I feel fantastic!

Love, Sue

Dear Michael,

Alaska is terrific! We just had a trip in the Arctic National Wildlife Refuge. There were a lot of people in the trip. We had a lot of fun. I saw a lot of caribou in the Arctic. I saw a lot of caribou in the Arctic. I saw a lot of caribou in the Arctic.

Kevin



A Read the postcards. Then check (✓) the statements that are true.

1. Margaret had a very relaxing vacation.
2. Margaret enjoyed her vacation.
3. Sue was in Hawaii for two weeks.
4. Sue got a lot of exercise.
5. Kevin spent his vacation alone.
6. Kevin's vacation is over.

B Group work Talk about these questions. Explain your answers.

1. Which person learned a lot on vacation?
2. Who had a vacation that was full of adventure?
3. Who had a very relaxing vacation?
4. Which vacation sounds the most interesting to you?

C Language focus: *Discourse markers*

1) Find the following words in the postcards: just (occurs twice), but (occurs twice), also, then, now.

2) Match these words with the following functions.

- a) _____ indicates an activity the writer did in addition to another activity.
- b) _____ indicates something else the writer did after finishing an activity.
- c) _____ indicates something in progress at the moment of writing.
- d) _____ indicates an activity that has recently ended or been completed.
- e) _____ introduces information that the writer sees as opposite or contrary to what is expected or hoped for, or to what has been said.


3) Can you think of any other discourse markers that could be used when writing a postcard?

D Complete the following postcard with appropriate words.

Dear Cathy:

Hello from England! I _____ got back from Scotland and _____ I'm visiting London. The weather is terrible _____ I'm having a great time. This afternoon I went shopping and bought some clothes at Harrods. _____ I went to the theatre and saw a play called "The Mousetrap." I loved it! Later I _____ got a chance to visit Buckingham Palace. Hey! Guess what! I saw The Queen and Prince Charles. Well, that's all for now.

Love Richard



E Now write a postcard to a classmate about your last vacation. Then exchange postcards.

17 Conversational expressions

Source: Adapted

by K. Rooney from *Atlas 2* (Nunan, 1995)

- A PairWork** How many of these English expressions do you know?
Check [✓] your answers.

| | <i>Yes</i> | <i>Not sure</i> | <i>No</i> |
|--------------------|--------------------------|--------------------------|--------------------------|
| Sorry? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hi! | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See you later. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excuse me? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See you. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How are you doing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- B PairWork** Which expressions do you use in these situations? Add some situations and have your partner give the correct expressions.

- you are greeting someone
- you are saying goodbye
- you do not understand

18 Listening

Source: Adapted by K. Rooney from

Interchange 1 (Richards et al., 1990)

Listen to people talking to friends and choose the correct responses.

- a) ____ Pretty good, thanks.
____ Yeah, see you later.
- b) ____ Yes, they are.
____ They are fine, thanks.
- c) ____ OK, thanks.
____ How have you been.
- d) ____ Nice talking to you, too.
____ Great, thanks.

19 Small Talk Source: Adapted by K. Rooney from *Interchange* / (Richards et al., 1990)

Go around the class and engage in "small talk" with several classmates. Use the phrases from section 18.

20 Self-Check

(Nunan, 1995)

Source: Adapted by K. Rooney from Atlas 2

A Review the language skills you practiced in this unit. Circle your answers.

Can you:

Talk about past events? yes a little not yet

Find or give an example: _____


Talk about free-time and vacations? yes a little not yet

Find and give an example: _____

B How can you get more practice? _____

Review of Units 5-7

1 Listening: *TV Game Show* Source: Adapted by K. Rooney from New Interchange 1 (Richards et al., 1997)

A  Listen to four people playing *Who's My Date?* Three men want to invite Linda on a date. What kinds of things do they like? What kinds of things does Linda like?



| Music | Movies | TV programs |
|-------|--------|-------------|
|-------|--------|-------------|

Bill *classical*
John
Tony
Linda

B Class activity Who do you think is the best date for Linda?

2 What An Invitation! What An Excuse!

Source: borrowed from New Interchange 1 (Richards et al., 1997)

A Make up three invitations to interesting or unusual activities. Write them on cards.

*Godzilla Meets Nightman
is at the Plaza Theater
tonight at 8:00. Would
you like to see it?*

*There's a dog and cat
show at City Stadium on
Saturday. It's at 3:00.
Do you want to go?*

*I want to see the Judo
Races tomorrow. They're at
1:00 at the Civic Hall.
Would you like to go?*

B Write three response cards. One is an acceptance card.

That sounds great! What time do you want to meet?

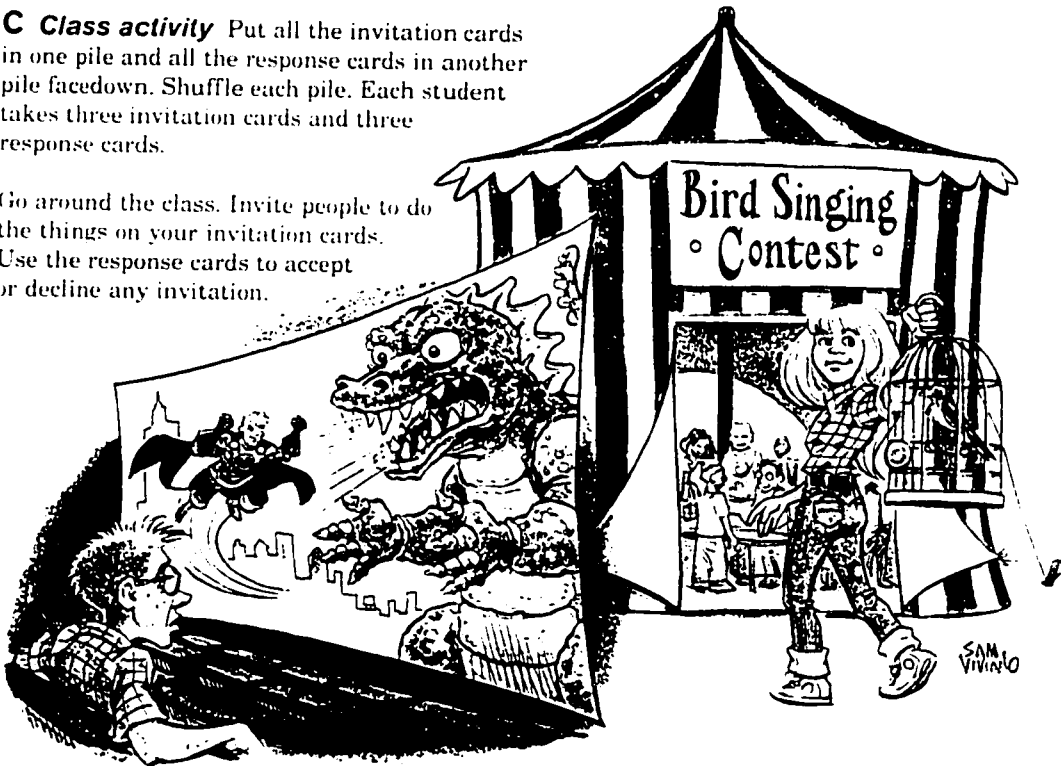
The other two cards are refusals. Think of silly or unusual excuses.

*I'd like to, but I want to take
my bird to a singing contest*

*I'm sorry. I'd like to, but I have
to wash my hair*

C Class activity Put all the invitation cards in one pile and all the response cards in another pile facedown. Shuffle each pile. Each student takes three invitation cards and three response cards.


Go around the class. Invite people to do the things on your invitation cards. Use the response cards to accept or decline any invitation.

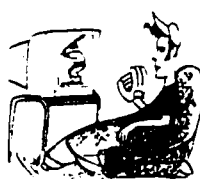


3 Listening

et al., 1997)

Source: borrowed from New Interchange 1 (Richards

A  A thief robbed a house on Saturday. Detective Dobbs is questioning Frankie. The pictures show what Frankie did on Saturday. Listen to their conversation. Are Frankie's answers true (T) or false (F)?



1:00 P.M.

T F



3:00 P.M.

T F



5:00 P.M.

T F

B Pair work Answer these questions.

1. What did Frankie do after he cleaned the house?
2. Where did he go? What did he do? When did he come home?



6:00 P.M.

T F



8:00 P.M.

T F



10:30 P.M.

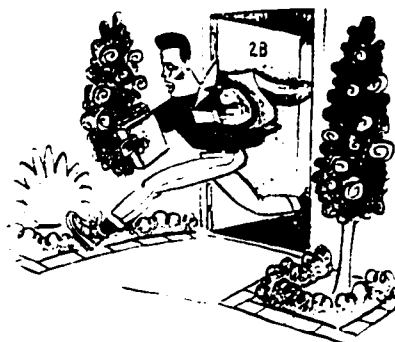
T F

4 What Can You remember?

New Interchange 1 (Richards et al., 1997)

Source: borrowed from

A Pair work Talk about what you did yesterday. Give as much information as possible.



B Group work Close your books. Take turns. How many questions can you ask?

5 Do You Dance? Source: borrowed from New Interchange 1 (Richards et al., 1997)

A Class activity Does anyone in your class do these things? How often and how well do they do them? Go around the class and find one person for each activity.

| | Name | How often? | How well? |
|---------------------|-------|------------|-----------|
| dance | | | |
| play basketball | | | |
| do karate | | | |
| play computer games | | | |
| swim | | | |
| play the piano | | | |

A: Do you dance?

B: Yes, I do.

A: How often do you go dancing?

B: Every weekend.

A: And how well do you dance?

B: Actually, not very well. But I enjoy it!

B Group work Tell your group what you found out.

Appendix: Numbers

| | | | | | | | | |
|----------------|----------------|--------------|--------------------------------|------------------|----------------|------------------------------------|---------------|-----------------|
| 0 zero | 1 one | 2 two | 3 three | 4 four | 5 five | 6 six | 7 seven | 8 eight |
| 9 nine | 10 ten | 11 eleven | 12 twelve | 13 thirteen | 14 fourteen | 15 fifteen | 16 sixteen | 17 seventeen |
| 18 eighteen | 19 nineteen | 20 twenty | 21 twenty-one | 22 twenty-two | 30 thirty | 40 forty | 50 fifty | 60 sixty |
| 70 seventy | 80 eighty | 90 ninety | 100 one hundred (a hundred) | | | 1,000 one thousand (a thousand) | | |

Appendix 2: Teacher's Guide

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Introduction

Level 1A of the Tyndale-St. George's ESL program is a learner-centered, task-based course for adult false-beginners. It is intended to provide forty hours of classroom instruction over a ten-week period with a focus on ESL for survival and social interaction outside the classroom in a Canadian context. Most of the materials that make up the course come from *New Interchange 1* (Richards et al., 1997), a textbook series designed using a structural/functional approach. The *Interchange* materials have been redesigned, rearranged, and supplemented by other materials in order to bring them into line with the principles of task-based language teaching (TBLT).

Reasons for redesigning Interchange 1

The materials in *Interchange 1* are designed to be presented largely according to the language teaching paradigm known as *presentation, practice, and production* (PPP). The aim of a PPP lesson is to teach a specific language form, such as a grammatical structure, or a particular function or notion. The format of *Interchange 1* is consistent with this paradigm. Warm-up sections (known as "Snapshots") introduce and create interest in the topic or theme to be covered. Then, an item of language is presented in a dialogue in order to establish the context and help clarify its meaning. Following this, practice exercises are conducted which focus on the target form. The language at this stage is tightly controlled, and the emphasis is on accurate production of the new form. Finally, a "fluency" activity is assigned to give students a chance to produce the new pattern in an unguided situation.

Second language acquisition research (e.g. Long & Crookes, 1993), however, has revealed several problems with this paradigm. First of all, learners sometimes manage to do the free activity at the production stage without using the language forms targeted during the presentation and practice stages. This may be because the learners do not need the new form to complete the task or express the meanings they want ('free' production, after all, means they can use whatever language they want to get their message across) or because their own developing language systems are not yet ready to cope with its use.

Another problem is that the focus on a single form or function may cause learners to remain in practice mode during the production stage. They may use this stage to display control of the new form rather than to concentrate on communication and to express their own meanings. As a result, they may overuse the target form and produce conversations which are stilted and unnatural sounding.

Still another problem with PPP is that it often provides speakers with temporary classroom skills which are not transferable to real-world contexts. Students who were able to confidently produce the required forms during the lesson either use them incorrectly, or not all, once outside the classroom or in a later lesson. This is because the PPP approach restricts the learner to exercises that encourage the practicing of responses involving a single language form. By relying on exercises that encourage habit formation, it may actually discourage learners from thinking about how language really works and from using it to engage in genuine, meaningful communication.

Task-based language teaching (TBLT), on the other hand, offers learners a holistic language learning experience where they carry out communication tasks using the language they have learned from previous lessons and from

other sources. Only after language has been used communicatively in a task is the learner's attention directed toward specific features of its form.

The methodology of the course

The design of the course materials was influenced by three different approaches to TBLT: 1) the TBL framework by Willis (1996), 2) the approach to TBLT developed by Gatbonton (1994) in her *Bridge to Fluency* textbook series, and 3) the TBL framework by Estaire and Zanon (1994). However, the arrangement of the materials in this course primarily follows Willis. Willis' TBL framework consists of three phases: pre-task, task cycle and language focus. The pre-task phase has two basic functions: 1) to introduce and create interest in doing a task on the chosen topic, and 2) to activate topic-related words and phrases that will be useful both during the task and in the real world. This phase may also include an enabling task designed to provide students with the necessary target sentences to successfully carry out a task.

The task cycle consists of the task(s) plus planning and report stages in which students present spoken or written reports of the work done in the task(s). "Tasks" are defined as "activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, p, 23). An example of an activity that lacks an outcome would be one where students are shown a picture and asked to *Write five sentences describing the picture. Say them to your partner.* In this activity, there is no communicative purpose, only practice of language form. On the other hand, a version of this same activity which has an outcome would be to ask students: *From memory, write three true sentences and two false sentences about the*

picture. Read them to your partner. Ask your partner to tell which sentences are true and which ones are false?

During the task stage, students work in pairs or groups and use whatever linguistic resources they possess to achieve the goals of the task(s). Then, to avoid the risk of developing fluency at the expense of accuracy, they work with the teacher to improve the language they used through planning their reports of the task. Feedback from the teacher, therefore, is provided when it is needed most, at the planning stage, and after the report. Furthermore, research into planned language (Skehan & Foster, 1996) suggests that giving students time to think of better words and organize their ideas results in language that is lexically richer and syntactically more complex. It should be noted that in task cycles for beginners, the planning and report stages tend to be short and may even be omitted until the learners have gained a degree of confidence in using the language publicly.

Before or after the task cycle, students are exposed to language in use by listening to a recording of native speakers performing the same, or a similar, task. When this is done before the task, it allows students to pick up some useful words and phrases and gives them a clearer understanding of how to go about the task themselves. Sometimes, however, the listening is done after students have had a chance to do the task on their own. This makes it easier for them to understand the recording and can therefore provide them with more insight into native speakers' use of language. (Note: this teacher's guide includes listening transcripts, but taped recordings of these transcripts have not been provided.)

Finally, after the language which occurred naturally during the task cycle has been used and processed for meaning, some of its specific features are identified and analyzed in the language focus phase. This phase can also

include a post-analysis practice stage where the students engage in controlled practice in order to consolidate their understanding of the language forms that were analyzed and to build confidence in using them.

During the pilot testing of the materials, it was found that students at the false-beginner level were not able to successfully complete tasks that had been prepared using Willis' pre-task phase of providing students with topic-related words and phrases. Therefore it was decided to use the pre-task phase developed by Gatbonton (1994) in her *Bridge To Fluency* textbook series. Gatbonton's approach to TBLT is similar to Willis' in that it also moves students from a communicative phase, where they pursue genuine communicative goals, to a consolidation phase and then to a language focus phase. However, for her pre-task phase, Gatbonton advocates providing students not only with topic-related words and phrases, but with target sentences that can be used to complete the task. These target sentences can then subsequently be used either verbatim or with slight modifications to accomplish similar tasks outside the classroom. This hybrid approach was found to work better than Willis' and thus became the dominant influence in the design of the pre-task phase of the TBL framework.

It was also discovered that students sometimes benefit from doing a controlled practice enabling task before the task cycle phase. Support for including enabling tasks can be drawn from Estaire and Zanon (1994) who include an enabling task phase in their TBL framework.

Estaire and Zanon also point out that evaluation of both process and product should be built into a unit of work as part of the learning process. Therefore each unit in the course ends with a "Self-Check" section that encourages students to reflect on what they have learned and to monitor their progress so that they can eventually become autonomous learners.

Figure 28: Hybrid TBL Framework (Adapted from Willis, 1996, p. 105)

| Pre-task (including topic and task) | | |
|--|--|---|
| The teacher <ul style="list-style-type: none">• introduces and defines the topic• uses activities to help students recall/learn useful words, phrases, and target sentences• uses enabling tasks (optional) to help students communicate as smoothly and effectively as possible during the task cycle• may play a recording of others doing the same or similar task | The students <ul style="list-style-type: none">• note down useful words, phrases, and target sentences from the pre-task activities• may spend a few minutes preparing for the task individually | |
| Task cycle | | |
| Task The students <ul style="list-style-type: none">• do the task in pairs/small groups The teacher <ul style="list-style-type: none">• acts as monitor and encourages students | Planning The students <ul style="list-style-type: none">• prepare to report to the class the results of the task• rehearse what they will say or draft a written report for the class to read The teacher <ul style="list-style-type: none">• acts as language advisor• helps students rehearse oral reports or organize written ones | Report The students <ul style="list-style-type: none">• present their reports to the class The teacher <ul style="list-style-type: none">• acts as chairperson selecting who will speak next• may give brief feedback on content and form• may play a recording of others doing the same or a similar task |
| Language focus | | |
| Analysis The students <ul style="list-style-type: none">• do consciousness-raising activities to identify and process specific language features from the task and/or transcript• may ask about other features they have noticed The teacher <ul style="list-style-type: none">• reviews each analysis with the class• brings other useful words, phrases and patterns to students' attention• may pick up on language items from the report stage | Practice The teacher <ul style="list-style-type: none">• conducts practice activities after analysis activities where necessary, to build confidence The students <ul style="list-style-type: none">• practise words, phrases and patterns from the analysis activities.• practise other features occurring in the task text or report stage• enter useful language items in their language notebooks | |

The advantages of using a TBLT approach

When first introduced to TBLT, some teachers argue that it is really PPP in reverse order with planning and report stages added to the production phase. An analysis of the two paradigms, however, reveals this not to be the case, and shows that TBLT has decidedly more potential for promoting successful learning. Among its advantages are:

- The task creates a genuine need to use language to communicate, and it is the task that generates the language to be used in all other phases of the framework and not vice versa.
- All three components of the task cycle (task, planning, and report) are free of language control and learners rely on their own linguistic resources.
- In all three stages of the task cycle language is used for a real communicative purpose. In the task there are outcomes to achieve and the purpose of the planning stage is to help learners refine their language for the report stage.
- The report stage allows for a free exchange of ideas and a summary of learner's achievements.
- The planning stage allows learners to work on the appropriacy and accuracy of language forms in general rather than on the production of a single, discrete form.

- A focus on accuracy and fluency is not fragmented into different stages (practice and production) because there is a genuine need to strive for both accuracy and fluency as learners prepare to 'go public' for the report stage.

TBLT also solves the problem of providing a context for grammar teaching and form-focused activities. For example:

- In a TBL framework, the context is established by the task itself. In a PPP cycle, a context must be invented because the presentation of the target language comes first.
- In TBLT, the purpose of the language focus phase is consciousness raising through analysis. Learners are asked to think and discover for themselves how language works, rather than to repeat, manipulate, and apply.
- In a PPP cycle, the language to be taught is pre-selected by the teacher. During the TBL language focus phase, learners are encouraged to enquire about any aspects of the language they notice.

To summarize the comparison, it can be stated that TBLT begins by providing learners with a rich, varied, and holistic exposure to language that helps them develop their language skills gradually and organically out of their own experience. It then allows them to analyze this language in order to help them learn more efficiently. PPP provides for discrete-point presentation of language forms and then looks for a set of activities to practice them.

Borrowed or adapted materials

Many of the materials in the Tyndale Level 1A program have been borrowed or adapted from other sources. Others are original, that is, designed by the writer for this project. The following is a list of sources from which materials have either been borrowed or adapted.

Atlas 2 (Nunan, 1995)

Bridge To Fluency: Speaking Book 1 (Gatbonton, 1994)

The Collins Cobuild English Course Level 1 (Willis & Willis, 1988)

Fast forward 1 (Black et al., 1986)

Getting Together (Stempleski et. al., 1986)

Interchange 1 (Richards et. al 1990)

New Interchange 1 (Richards et. al, 1997)

Main Street 2 (Viney et al., 1993)

Tyndale Materials Level 1A (Newsham (Ed.),1985)

1 Getting to know each other

Introduction

This unit presents the language needed for greetings, introductions, and exchanging personal information.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and to evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Course lead-in Source: Adapted by K. Rooney from *The Collins Cobuild English Language Course Level 1* (Willis & Willis, 1988)

Aims: 1) to introduce the teacher to the class, 2) to put the students at ease, 3) to introduce some greetings and expressions used for self-introductions and the verb *be*.

- Begin the class with an appropriate greeting, e.g. hello/good evening.
- Introduce yourself using your full name, and write it on the board. Alternatively write your full name on the board and see if the students can say it. Elicit/teach which name is your first name and which is your family name or surname.

- Optional: ask the students whether they know the ethnic origin of your name, (e.g. Does anyone know what kind of name _____ is? Is it French?, Italian?)
- Tell the students where you are from and what else you do.
- Tell the students you would like to learn their names and have them make a name card.
- Note: students are not expected to be able to produce everything they hear in this lead-in. The lexical items and phrases presented here will be recycled during the first two units, giving students ample opportunity for practice.

Unit goals Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Explain to the class and write on the board that in the first unit they will learn things such as: how to introduce themselves (e.g. My name is Kevin.), how to exchange personal information (e.g. I'm a teacher.), and how to introduce others (e.g. This is Min.).

Pre-task

1 Conversation: Tony meets Ana

Source: Adapted by K. Rooney from *Tyndale Level 1A*

Aims: 1) to introduce students to the kind of problem-solving activities that will be emphasized throughout the course, 2) to generate the words and phrases necessary to carry out the following self-introductions task, 3) to introduce the concept of sentence stress.

A

- Have students look at pictures 1 and 2 on page 149. Elicit the correct pronunciation for *Ana* and *Tony*.
- Have students look at pictures 3 and 4. Ask them where Tony and Ana are.

Answer

They are in a classroom.

B 1

- Have students read and then answer question 1 on page 150. (Note: It is important, even at the false-beginner stage, to encourage students to read the instructions for themselves. They can learn a great deal from them.).

Answer

Tony and Ana appear be strangers. It is probably the first day of class.

- Ask students to read question 2 on page 150. Refer students to the sentences in the answer bubble below the pictures. Check students' understanding by eliciting which sentence goes with picture 1. Write this sentence with an accompanying blank on the board. Write the correct number in the blank. Tell students that one picture must be matched to two sentences (there are six pictures and seven sentences). Then have students try to match the remaining sentences to pictures 2-6.
- Elicit the correct order for the sentences from students and write it on the board. Have students write down the conversation.

Answers

picture 1: Tony: Hello

picture 2: Tony: My name's Tony.

picture 3: Ana Hi. I'm Ana

picture 4: Tony: Nice to meet you.

Ana Nice to meet you, too.

picture 5: Tony: Where are you from

picture 6: Ana: I'm from Chile

A

- Refer students to the phrase *Nice to meet you*. Ask students what word English speakers sometimes use instead of *Nice* (pleased)
- Elicit that Ana would then probably ask Tony, *Where are you from?*
- Elicit/teach stress for one of the lines in the conversation (e.g. *Do we say Nice to meet you, Ana or Nice to meet you, Ana.*).

C Listening

- Tell students that they will listen to the conversation between Tony and Ana on tape. Ask students to listen and underline the stressed words.
- Play the audio program. Have students check their answers with a partner.
- Take up the answers with the whole class and underline the stressed words in the dialogue written on the board.

- Ask students why Tony says, *Where are you from?*, but Ana says, *Where are you from?* (The question is being asked for the second time, so *you* becomes the most important word)

D Practice: Choral repetition

- Conduct choral repetition to practise stress: a) have the whole class repeat each line, b) have half of the class play Tony, the other half, Ana, (Have the class try to speed up the conversation and see how fast they can do it while still maintaining correct stress), c) have individual students say the lines (randomly nominate a different student for each line).

Task

2 Tell us your name Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: a) to give students a chance to meet their classmates informally but with a purpose.

A

- Model task 2A on page 151 by performing the conversation with one student and then writing his/her name and country of origin on an acetate of the seating plan shown on an overhead projector or by writing them on the board. Pretend you can't spell the student's name and elicit the question, *How do you spell your (first/last) name? (e.g. _____ spell your name?)*. Tell students not to fill in the person's nationality yet.
- Have students do the task. Go around the class and give help as needed.

B Countries and Nationalities Source: Adapted by K. Rooney from *Interchange 1* (Richards, et al., 1990)

Aim: To introduce the vocabulary of nationalities (adjective form),

- Elicit that a person from Canada, for example, is called *Canadian* and elicit/teach the term *nationality*.
- Now, ask students to work individually or with a partner and add nationality words to match each of the countries on the seating plan.
- Go around the class, check students' answers, and give help as needed.
- Have students compare answers with a partner.
- Take-up the answers with the whole class.

(Note: If it is clear that all students have the correct answers, it is not necessary to take up the answers with the whole class. Furthermore, if only one or two questions caused problems, it is only necessary to address those questions.)

C Language focus: Word stress Source: Adapted by K. Rooney from *Interchange 1* (Richards, et al., 1990)

Aim: To introduce the notion of stress on different syllables in words.

- On the board, write, for example, *Canadian*. Model two possible pronunciations (e.g. Canadian, Canadian). Ask students to indicate which one is correct and underline the stressed syllable.
- Model the correct pronunciation of the country/nationality words on the seating

plan and have the students underline the syllables they hear being stressed.

- Have students check their answers with a partner. Take up the answers with the whole class.

D Practice: Pair work Adapted by K. Rooney from *Interchange 1* (Richards, et al., 1990)

- Elicit/teach the following example dialogue:

A: What's someone from Spain called? (e.g. _____ some_ _ _ from Spain called?)

B: Spanish

- Students take turns asking and answering questions about nationalities. The student answering the questions should turn his or her seating plan over. Encourage the students to ask about countries not on the seating plan.
- Go around the class, listen to students, and give help if necessary.

Pre-task

3 Problem-solving: *Grammar words* Source: K. Rooney, 1998

Aims: 1) to present the questions Ss will need to complete the Student Information Form in section 4A, 2) to allow Ss to use their current knowledge of English to discover the sentence structures for themselves.

- **Pair work.** Assign each student a partner and give ONE copy of exercise 3 on page 3 to each partner doing the writing. The other partner will receive a completed copy of the exercise after they have finished. (Note: This pair work procedure has been chosen to promote cooperative learning. The typical Tyndale student comes from a traditional educational background centered on teacher-fronted presentations and individual work. The majority of them will not engage in pair/group work simply because the teacher issues instructions to do so. They have to be trained to work cooperatively by being given tasks which require them to work together. Otherwise, they will not have the opportunity to benefit from the extra speaking and listening practice that occurs naturally in pair/group work).

- Model the exercise by working with the whole class to fill in the first blank. Make sure the students understand that there are two questions which begin with *Do you have*.

- Have students do the exercise.

- Go around the class, check students' answers, and give help as needed. Give hints and tell the students if their answers are right or wrong, but try to avoid simply giving them the correct answers.

- Take-up the answers with the whole class or address problems that arise.

- Ask students why they think each pair was given only one worksheet. Introduce the learning strategy of *cooperating* (sharing ideas with other students and learning together). Discuss with students how this will help them

learn English (cooperative learning requires them to speak, listen, ask questions, agree, disagree, explain things, etc.).

Task Cycle: Sections 4-6

4 Student Information Form Source: Adapted by K. Rooney from *Getting Together* (Stempleski et al., 1986)

Aim: To give students an opportunity to exchange personal information and get to know their classmates.

- To avoid having students work with someone they already know, pair them by randomly giving each student a paper with a symbol on it and then ask them to find the other person in the class who has the same symbol (e.g. for a class of twenty students, give out 2 x 10 pictures of geometric shapes, fruits, birds) and interview this person.
- Ask students to read the instructions on page 153.
- Check students' understanding of the terms in the information form by eliciting the meaning of *marital status* and *occupation*.
- Model the task by having a student ask you the first two or three questions.
- Have students interview their partner and complete the information form.

5 Listening Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)

Aims: 1) to give students an opportunity to listen to native speakers exchange personal information, 2) to practice listening for specific information.

- Ask students to indicate what they think is happening in the picture on page 154.

• Ask the class if anyone can explain the meaning of *convention*. If no one knows teach them the meaning (e.g. A doctor's convention: Doctors from all over Canada (or from all over the world) gather in one place for a few days to discuss medicine).

Answer

The people in the picture are having a meeting.

- Tell students they will listen to a tape. Ask them to read the instructions and look at the chart on page 154.
- Ask students to listen and complete the chart.
- Play the audio program two or three times. Have students check their answers with a partner, then take up the answers with the whole class.

Audio script

BRIAN: Well good morning, everyone. Before we begin our meeting perhaps we should begin by introducing ourselves. My name's Brian Gardner. I'm from Toronto. I'm married with two children and I work as a computer programmer. Is there anything else you would like to know about me?*

ANNE: What do you like to do in your free time?

BRIAN: I'm interested in travel.

ANNE: Should I introduce myself? I'm Anne Roberts. I'm a journalist. I work for a national newspaper. I'm interested in travel, like Brian, and also in photography. I'm not married.

BRIAN: Where are you from Anne?

ANNE: Oh, sorry. I'm from Calgary.

BRIAN: Good. Bob, I know you, but will you tell the others about yourself?

BOB: Yes, I'm Bob Jones. I'm from Sherbrooke, Quebec. I was trained as a nurse, but now I'm a car salesman. I'm interested in people and animals.

ANNE: Are you married?

BOB: No, I'm still single.

JOE: Excuse me, but since you're from Quebec, do you speak French?

BOB: Yes, I do.

ANNE: Brian, do you speak French, too?

BRIAN: Yes, and Spanish as well.

ANNE: Gee, you're lucky. I only speak English.

JOE: Well, I guess I'm next. I'm Joe Watson and I'm like Anne. I only speak English. Ah... I'm from Winnipeg and I'm a school teacher. I'm divorced, but my two children live with me. I like all kinds of sports, and I read a lot.

BRIAN: Thank you Joe. Well, now it's ...

Answers

| | | | | |
|-----------|---------------------|---------------------|-----------------|----------------|
| Name | Brian Gardner | Anne Roberts | Bob Jones | Joe Watson |
| Hometown | Toronto | Calgary | Sherbrooke | Winnipeg |
| Married | Yes | single | single | divorced |
| Children | 2 | - | - | 2 |
| Job | computer programmer | Journalist | car salesman | teacher |
| Interests | travel | travel/ photography | people/ animals | sports/reading |
| Languages | French/ Spanish | only English | French | only English |

Planning

6 Introducing another person

Source: Adapted by K. Rooney
from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

Aims: 1) to practice introducing a person, 2) to introduce the planning and report stages of the task cycle which is central to the methodology of the course.

- Tell each student to decide on three things to tell the class about his or her partner (the teacher may want to pre-select one of the categories for the students. See *Note* below in the report stage).
- Ask students how to introduce someone, (*This is ____.*"), with the proper stress, hand gesture, and eye contact.
- Have students practise introducing their partner to another pair. Note: Help and correction are important at this stage of the task cycle to encourage accurate use of language.

B Report

- Have several students introduce their partner by telling the class the three facts they have selected. The other students evaluate (language use, stress, gesture, eye contact).

Note: To maintain interest during the report phase, it is often a good idea to give the students something to listen for (other than the above-mentioned evaluation categories). They could, for example, be asked to listen for and compile how many different languages are spoken in the class, or how many people in the class are married or single. Another possibility is having different students listen for different things. For whichever question is chosen, the teacher will have to stipulate in advance that each student must include the answer to that question as one of the three facts they are going to tell the class about their partner.

7 Language focus Source: K. Rooney, 1998

Aim: 1) to highlight a specific language feature (verbs with *s* endings) of the sentences used in this framework, 2) to encourage students to analyze and draw conclusion about the use of language forms.

A

- Ask the students to read the instructions on page 156.
- Have students work individually to circle the verbs in Tables 1 and 2 and answer the *Do you know the rule?* question.

- Go around the class, check students' answers and provide help as needed.
- Take up the answer with the whole class.

Answer

verbs:

Do you know the rule?

Use verbs with s endings with *he* and *she*.

B

- Have students work individually or with a partner to fill in the blanks.
 - Go around the class, check students' answers and provide help as needed.
- Take-up answers with the whole class or address problems that arise.

Answers

Hi! I am Keiko Emoto. I come from Japan. This is my friend, Pedro. Pedro comes from Mexico, but he lives in Montreal now. He studies business at Concordia University. At night he drives a truck for a food company. He speaks Spanish, French, and English. He wants to have his own language school. I also speak Spanish and French, but I want to be a doctor. I go to medical school at McGill University. The woman with Pedro is his girlfriend. She also comes from Mexico. She works at a supermarket and takes English classes at The Tyndale-St. Georges Centre.

- Elicit/teach that in words which end with a consonant + y, the plural is formed by changing y to *ie* before *s*.

Task

8 Talking about names

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to provide students with an opportunity to get to know their classmates better, 2) to provide more practice in asking and answering wh- and yes/no questions.

A

- Model the task and explain any unknown words by having the students ask you the questions and providing answers about yourself, friends or relatives. For example:

S1: Do you have a nickname?

T: No, but my friend has a good nickname.

S1: What is it?

T: Sticks. He plays the drums.

S2: Is your name common in your country?

T: Yes, there are many Kevins in Canada. Is Kevin a common name in China?

S2: No.

T: Right. Kevin is not a Chinese name.

- Have students do the task.

B Pair work

- Have students compare their information with a partner.

Pre-Task

9 Questions About People

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: a) to present personal pronouns, b) to allow students to use their current knowledge of English to discover the rules for themselves.

A

- To get students to work together cooperatively, provide one copy of Exercise 9 on page 159 for each pair.
 - Ask students to read the instructions. Model the exercise by having someone from the class fill in the first blank.
 - Ask the students to do the exercise in three minutes.
 - Go around the class, check students' answers, and give help as needed.
- Take-up the answers with the whole class or address problems that arise.

Task

10 Celebrities Game

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To practice wh- questions and statements with the verb *be*.

- Ask students to read the instructions on page 159. Model how the game works by showing the class a picture of a celebrity and asking the target questions. Then show a second picture and have the students ask the questions to you.

Also model how to keep score. Students receive one point for each correct answer. Encourage students to try and ask other questions about the celebrities as well.

11 Language focus

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: to highlight specific linguistic features (personal pronouns, contractions of the verb *be*) of the sentences that have occurred so far in Unit 1.

A

- Ask students to reread the sentences in Section 9A on page 159. Have them work individually or with a partner to fill in the blanks Section 11A on page 160.

- Have students check their answers with a partner.

- Go around the class, check students answers, and give help as needed. Take up the answers with the whole class or address problems that arise.

B

- Have students work individually or with a partner to fill in the blanks and answer the questions on page 160.

- Go around the class, check students' answers and give help as needed. Take up the answers with the whole class or address problems that arise.

Answers

'm = am

's = is

're = are

1) We say *he's*, *who's* or *they're* because they are easy to pronounce. We say *this is* and *where are* because *this's* and *where're* are difficult to pronounce.

12 Press Conference

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To recycle the language of Unit 1.

Pre-task

- Hand out copies of page 161 of the student book. Ask the students questions such as, *Who are the people sitting down? Who are the people with the video cameras and notepads? Who do reporters work for? What are the movie stars and the reporters doing? Who else holds press conferences?*

Answers

The people sitting down are movie stars.

The people with the video cameras and notepads are reporters (or journalists).

Reporters work for newspapers, magazines, or TV stations.

The movie stars and the reporters are holding a press conference.

Politicians and athletes are examples of other people who hold press conferences.

- Explain the situation: Students are going to play actors/actresses and reporters holding a press conference. Elicit from the students which movie character is known as 007 (James Bond) and what James Bond's job is (spy, secret agent).
- Elicit at least two or three wh- and two or three yes/no questions that reporters might ask unknown actors (e.g. *Is this your first movie?*, *What is your role in the movie?* *Are you happy with the movie?*, *Where are you from?*, *Do you die in the movie?*). Have the students write the questions down.
- Hand out Section 2B on page 162 and ask students to read the movie roles
- Check whether students have understood the additional vocabulary (e.g. CIA (U.S. Central Intelligence Agency), enemy).
- Divide the class into reporters and actors. Make sure you have an equal number of actors/actresses and reporters. Give each actor/actress a role card stating which role he or she plays in the movie. Possible movie roles:

| | | |
|------------------------|----------------------|-----------|
| James Bond | British Secret Agent | Enemy Spy |
| James Bond's Boss | Girlfriend #1 | |
| James Bond's Secretary | Girlfriend #2 | |
| Head of the CIA | Girlfriend #3 | |
| American | Head of the CIA | |

- Explain that the reporters must interview at least three actor/actresses. They are to mingle amongst the actor/actresses asking the questions that were

generated and any other questions they would like to ask. They are to carry their notebooks with them and take notes of the answers. (Reporters and actors/actresses will be able to identify each other because the reporters have notebooks). Tell the actors/actresses that they can give any answers they like (e.g. they can be themselves, an imaginary person, a famous person).

Listening Source: K. Rooney, 1998

Aims: 1) to provide a model of the task for the students, 2) to give them the opportunity to listen for specific information.

- Tell students they will listen to an interview on tape before they ask their own questions. Ask them to look at their list of questions they would like to ask unknown actors and check off which questions they hear being asked.
- Play the audio program. Check students' answers
Have students listen to the tape again and listen for the answers to the questions they checked off.
- Play the tape again. Check students' answers.

Audio script

DAVE: Hi, I'm Dave Simon of Star Magazine. And you are ... ?

JOHNNY: Johnny Dangerous.

DAVE: I see. So ... Is this your first movie?

JOHNNY: Yeah, and my first press conference.

DAVE: Oh, are you nervous?

JOHNNY: A little. Before this I only acted in two plays in London.

DAVE: Are you from England?

JOHNNY: No, I just went there to study acting.

DAVE: So where are you from?

JOHNNY: Chicago.

DAVE: The windy city, eh. So what's your role in the movie.

JOHNNY: I play a Russian spy.

DAVE: Oh, do you get killed?

JOHNNY: Yeah, after a big fight with James Bond.

DAVE: Do you have any love scenes?

JOHNNY: No, Bond gets to kiss the girls, I get to kill them.

DAVE: Uh huh. Are you happy with the movie?

JOHNNY: Very happy. I'm a great bad guy. The audience is going to hate me.

DAVE: Well, good luck. I hope you become a big star.

- Elicit and write on the board what a reporter's notes from this interview would look like (e.g. *first movie, from Chicago, etc.*)
- Have students do the interview activity. Set a time limit of about eight minutes.
- Walk around the class and give help as needed.
- Once time is up, have students switch roles and do the activity again.

13 Writing: *Movie magazine* Source: K. Rooney, 1998

Aim: to give students an opportunity to write a short description based on the language presented in Unit 1.

- Before handing out the worksheet, ask the students if any of them have read movie magazines. Ask which ones they have read. Tell them that today they are going to have the chance to write a short movie magazine article.
- Hand out page 163 of the student book and ask students to read the instructions and the model composition.
- Elicit the task procedure from the students: 1) choose an actor/actress who they interviewed during the *press conference* to write about, 2) draw a sketch of that person in the box provided, 3) write an article about that person.
- Tell students to use the notes they took while playing reporters to write the article
- Walk around the class and provide help while students are writing.

B

- Have students work in pairs and read each other's compositions
- Encourage students to point out any mistakes they find when reading their partner's compositions.

14 Language focus: *Yes/No questions* Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: To highlight specific features of the language (yes/no questions with *be* and *do/does*, question intonation) which occurred in this task framework and earlier in the unit.

A

- Before class, make a list of yes/no questions that students have used in Unit 1. Questions that come up while the current class is in progress (e.g. from Section 12: Press Conference) can be added to the list. On an overhead, show students the questions. (e.g. Do you have any children? Is this your first movie? Are you from England? Does your name have a meaning?, etc.)
- Have students work in pairs to fill in columns 1 and 2 on page 164.
- Go around the class and give help as needed.

B

- Work with the whole class and elicit the answers for questions 1-4 on page 164.

Answers

- The questions should be separated into those beginning with the verb *be* and those beginning with *do/does*.

Common features: both sets of questions produce yes/no answers.

Differences: both sets require different answer formations (is/is not/isn't, are/are not/aren't vs. do/does, do not/don't, does not/doesn't). In yes/no questions with

be, the verb *be* is the main verb. In yes/no questions with *do*, *do/does* are auxiliaries and must be used with a main verb.

C

- Tell students they will change the statements in exercise C into questions.
- Model the exercise by working with the whole class to answer question 1.
- Have students complete the rest of the exercise.
- Go around the class, check students' answers, and give help as needed.

Answers

The verbs in sentences 1-3 show states of being. The verbs in sentences 4-6 show actions.

Do you know the rules? Source: Adapted by K. Rooney from Atlas 2 (Nunan, 1995)

- Ask students to read the rule statements, look back at the sentences in Section C, and then discuss with a partner how to fill in the blanks.
- Work with the whole class to take up the answers and fill in blanks.

Answers

To turn statements with the verb *to be* into yes/no questions, move *am*, *is*, *are* to the beginning of the sentence.

To turn statements with action verbs into questions, use *do* with *you*, and *does* with *he/she*.

15 Pronunciation: *Question intonation* Source: K. Rooney, 1998

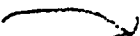
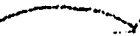

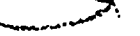


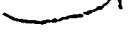
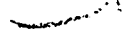
Aim: To present the intonation patterns of wh- and yes/no questions.

- Present the concept of sentence intonation by writing a short yes/no question on the board (e.g. *Are you Canadian?*) and asking students to listen for whether your voice rises or falls when you model the sentence.
- Introduce the term *intonation*.

A

- Read the sentences (or use a tape recorder) on page 165 of the student book and have students mark in the intonation patterns they hear. Take up the answers with the whole class.

Answers

- 1) 
- 2) 
- 3) 
- 4) 
- 5) 
- 6) 
- 7) 
- 8) 

- Ask students to analyze the answers for part A and formulate a rule for using rising and falling intonation.

- Take up the answers with the whole class.

Answers (Do you know the rule?)

Wh- questions usually have falling intonation.

Yes/No questions usually have rising intonation.

B

- Model the sentences using correct intonation and have students repeat.
- Have students practice the sentences using correct intonation.
- Go around and listen while students practice. Give help as needed.

C

Introduce the learning strategy of *imitating*: listening or reading and repeating.

Write this on the board and have students write this in their notebooks. Ask students how they think they will benefit from this kind of practice.

Possible answers

It will improve their fluency, confidence, and the intelligibility of their speech (make it easier for others to understand what they are saying).

16 Reading Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: a) to explore the topic of meeting and greeting customs from around the world, b) to practice scanning for specific information.

Pre-reading

- Write the names of the five countries mentioned in the text on the board: Chile, Finland, the Philippines, Korea, the United States. Elicit from the students where these countries are located. Use a map.
- Ask the pre-reading question (How do you think the people in these countries greet each other?) as a topic warm-up. More specific questions are also possible here. For example, *How do two women/two men from ... greet each other?*
- Explain that they will be shown the text *Meeting and Greeting Customs* on an overhead. They are to read the text as quickly as possible looking only for the answer to one question: *In which countries do people shake hands when they meet?* Also tell them that they will have forty seconds to find the answer. After forty seconds, the overhead will be turned off.
- After turning off the overhead, elicit the answer from the students (the handshake is used as a greeting in all the countries (although in Korea, it is only for men)).
- Ask the students if they had to read every word to find the answer. Then teach the term *scanning*: searching a text for specific information.
- Write the definition on the board and have students write it in their notebooks.
- Ask the students what other kinds of texts we typically scan (answer: e.g. phone book, menus).

- Hand out copies of the text for students to read. Encourage them to guess new words from context. If there are words whose meaning they still can't figure out, tell them to underline, circle or highlight the words. Then explain, or if possible, have other students try to explain what the words mean, or allow students to check their dictionaries.

A

- Go over the task. Have students scan the text and check the names of the correct country or countries for each statement. Set a time limit of two minutes.
- Take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | Chile | Finland | the Philippines | Korea | the U.S. |
|----|-------|---------|-----------------|-------|----------|
| 1) | | √ | √ | | |
| 2) | | | | √ | |
| 3) | √ | | | | |
| 4) | √ | √ | | | |
| 5) | √ | √ | | | √ |
| 6) | | | | √ | √ |

B Pair work

- Have the students read the instructions on page 166 and model the task with one or two students. For example:

T: Juan, how do two male friends greet each other in your country, Brazil?

S1: Well they sometimes shake hands or hug each other.

T: Nobuko, how do male and female friends in Japan greet each other?

S2: They bow or just nod their heads.

- Have students work in pairs to do the task. If possible, students should be given a partner from a different country/culture. Encourage students to perform the style of greeting. Have volunteers demonstrate for the class some of the greetings they discussed.

C Language focus Source: K. Rooney, 1998

1 Pair work

- Provide each pair with one copy of page 167 of the student book.
- Model the exercise by working with the whole class to fill in the first blank.
- Have students work in pairs to complete the exercise. Go around the room, check students' answers, and give help as needed. Take up the answers with the whole class or address problems that arise.

Answers

- a) v
- b) n
- c) n
- d) n
- e) v
- f) n

Do you know the rules?

Singular countable nouns are preceded by the indefinite article a or an. An is used if the noun begins with a vowel.

Indefinite articles are not used with plural nouns

2

- Have students work in pairs to fill in the blanks. Check answers as in part 1.

Answers

- a) pat
- b) pat
- c) shake hands
- d) kiss

17 Self-Check

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To allow students to reflect on what they have learned in Unit 1 and to evaluate their progress.

A

- Show the exercise on page 168 on an overhead (or write question 1a on the board). Ask a student to introduce him/herself to the teacher or to another student. Elicit how the student should answer 1a.
- Have the students complete questions 1b and c. Walk around the class, check answers, and provide help as requested or needed.

B

- Discuss this question with the whole class. Elicit any suggestions they have for getting more practice and write them on the board.

2 It's a great job!

Introduction

This unit teaches students how to talk about their jobs, schools, and how to answer questions in an interview at an employment agency.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Unit goals: Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Explain to students and write on the board that in this unit they will: Talk about occupations (e.g. *I'm a teacher. I work at McDonald's*) and practise interviewing for a job (e.g. *What hours can you work?*)

Pre-task

1 Word power: Jobs Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To generate the vocabulary of jobs and ways to categorize jobs.

• **Preparation:** Make *job vocabulary* cards by writing two jobs from the following list on each of four separate cards. Each of the eight words may be used only once. Make enough sets of four cards so that there will be one set for each group of four students.

supervisor

secretary

security guard

engineer

professor

word processor

salesperson

sales manager

A Group work

• Ask students to read the instructions on page 169. Put students into groups of four and hand out the jobs cards. Model how the task works by having one student read aloud the first job on their card. Then elicit which category the job should be matched with and have everyone write it in the correct blank on the word map. The students then work together to complete the word map.

• Go around the class and check students' answers. Give hints and tell groups if they are right or wrong but avoid giving them the answers before taking them up with the whole class. Take up the answers with the whole class or address problems that arise. Give other students a chance to try to explain any unfamiliar words before explaining them yourself.

B Group work

• Ask students to read the instructions on page 169. Make sure they understand that they are to continue to work together as a group. Demonstrate this by choosing a group, eliciting another job for one of the categories, and then having all the group members write it on their word map.

- When students finish, elicit examples from around the class and write them on the board.

Answers (*extra examples in boldface*) Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Professionals

architect
engineer
professor
lawyer
doctor

Service occupations

flight attendant
salesperson
security guard
waiter/waitress
hair stylist

Management positions

company director
supervisor
sales manager
president
CEO (chief
executive officer)

Office work

receptionist
secretary
word processor
mailroom clerk
departmental assistant

- Introduce the learning strategy of *classifying* (putting similar things together in groups). Elicit/teach that classifying words makes them easier to learn.

Encourage students to keep vocabulary notebooks, with words classified under key headings.

2 Work Survey

Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)

Aim: To give students an opportunity to have a discussion about their jobs.

A Pre-task

- Put students into pairs and give each pair one worksheet. Ask students to work together to complete the questions.
- Go around the class, check students' answers, and give help as needed. Take up the answers with the whole class or address problems that arise.
- Hand out completed copies of the exercise so that the students who didn't do the writing can have their own completed copy.

Answers

What do you do?

Where do you work?

How many hours do you work?

What time do you start work?

When do you finish work?

How do you get to work?

B

- Model the task by having students ask you the questions and by providing answers. Write the answers on the board (or on an overhead) in your own *You* column.

For example:

You

teacher

Tyndale

2 hours

6:00 p.m.

8:00 p.m.

metro + bus

- Have students fill in the *You* column themselves (point out that housewives (homemakers) should write that they work at home, not that they don't work). Students who are currently unemployed can be asked to answer as if they still had their previous jobs in their native country.
- Encourage students to add one or two questions of their own. After a couple of minutes elicit some questions from around the class and write them on the board. This will provide students who couldn't think of any other questions a list to choose from.

Task

- **Pairs work.** Have students work with a partner to complete the chart.

C Group work. Have each pair form a group of four with another pair. Ask students to tell the other pair about their partner. Elicit/teach how *he/she* replaces *I* (e.g. *He works at McDonald's.*)

D Planning and Report

Planning

- Ask groups to examine the answers given in the chart and decide which group member has the busiest workday. Then tell them that they are going to give a report about this person to the whole class. Elicit/teach a few phrases that can be used in the report (e.g. _____ works ____ hours a day/week. *He starts work at ..., He gets home at ...*). Have students work together, and with the teacher, to write out a brief description of this person's day. Have each group choose one group member to be their spokesperson and another to be the report writer. (Note: To encourage sharing of the work load, it is recommended that one student not be allowed to be both writer and spokesperson). When the reports have been written, have the spokespersons practice giving them to their fellow group members. The other members listen and then either approve it as is, or suggest possible additions or ways to improve it.

D Report

- Have the group spokespersons deliver their reports to the entire class. Then have students listen and vote on who they think has the busiest or longest work day in the class.

3 Listening

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aims: 1) to give students a chance to hear native speakers engaging in a similar conversation, 2) to practice listening for specific information about

people's jobs.

A

- Tell students they will listen to a tape. Ask them to read the instructions and look the chart on page 171. Ask them to listen and complete the chart.
- Play the audio program a couple of times.

B

- Tell students they will listen to the tape again. Ask them to read the questions and listen for the answers.
- Play the audio program again.
- Have students compare their answers with a partner and then take up the answers for parts A and B with the whole class.
- Introduce the learning strategy of selective listening (listening for the most important words and information). Elicit/teach that a passage can be mostly understood by listening for the most important words.

Answers

A

| | <i>Jason</i> | <i>Andrea</i> |
|---------------|------------------------|------------------------|
| job | works in a restaurant | Tour guide |
| duties | take customer's orders | take people on tours |
| work schedule | nights/Saturday | 9:00-5:00 Mon. to Fri. |
| benefits | free hamburgers | free trips, free meals |

B

- 1) Andrea likes her job but Jason thinks his job is boring.
- 2) Yes, he does. He thinks Andrea is lucky to have her job.

Audio script

JASON: Where do you work, Andrea?

ANDREA: I work for Thomas Cook Travel.

JASON: Oh, really? What do you do there?

ANDREA: I'm a guide. I take people on tours to countries in South America, like Peru and Argentina.

Wow! That sounds interesting.

ANDREA: Yeah. It's great. I get free trips to South America, free meals in restaurants

JASON: So what are your hours?

ANDREA: Usually work from nine to five, Monday to Friday.

JASON: You're lucky. I have to work nights and on Saturday.

ANDREA: So what do you do?

JASON: *I work at Hamburger Heaven.*

ANDREA: *And what exactly do you do there? Do you make hamburgers?*

JASON: *No, I just take orders. It's boring, but I do get free hamburgers.*

4 Language focus: *prepositions* Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To highlight a specific language feature of the sentences used in the framework.

- Write a short sentence containing a preposition (e.g. *I work at McDonald's.*) on the board and ask students if anyone knows (or can guess) which word is a preposition.

A

- Ask students to read the instructions on page 171 and circle the prepositions in the sentences.
- Have the students fill in the *Do you know the rule?* section. Check students' answers.

B

- Have pairs write their list of ten phrases, omitting the prepositions, on one sheet of paper.

C

- Have students compete to see who can fill in the other pair's list the fastest.

Pre-task

5 Classified Ads

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to introduce other ways of classifying or rating jobs, 2) to provide students with the enjoyment of engaging in an intellectually challenging creative activity.

Preparation: make photocopies of approximately twelve job ads from a newspaper.

- Elicit/teach the terms *classified ads/want ads* (the section of a newspaper that lists or advertises jobs).

A Group work

- Ask students to read the instructions on page 172.
- Hand out the job ads. Each group gets the same selection of ads but each group member has different ads.
- Have students work together to write descriptions of the jobs in the ads.

B Class activity

- Have a spokesperson from each group report their descriptions. Write them on the board as the students give them.

Possible categories include:

indoor job, outdoor job, safe job, dangerous job, high-paid job, low-paid job, interesting job, boring job, exciting job,

Task

6 The Employment Agency

Source: K. Rooney, 1998

Aim: To give students an opportunity to practise answering the kinds of questions they will encounter when looking for a job.

- Point out to students that in the future they may want to get a different or better job and elicit/teach how people go about looking for a job (e.g. look in want ads, go to an employment agency, go to Canada Manpower).
- Remind students that if they visit an employment agency or Manpower they will have to fill out a personal information form. Give an example by showing the opening name/address section of the *Personnel Information Form* on page 174 on an overhead projector.. Then write your address on the board and elicit the terms *address*, *postal code*, and *province*. Next write the terms *Mr.*, *Mrs.*, *Miss*, and *Ms*. Elicit/teach that *Mr.* is for men in general, *Mrs.* is for married women, *Miss* is for single women, and *Ms*. is for married or single women.

- Explain the task: Show the *Personnel Information Form* on the overhead again. Elicit questions for name, address, phone number, etc (*What's your ...*) and marital status (e.g. *Is that Miss or Mrs.?*).
- Hand out page 173 and ask students to read the instructions for A. Model the task by asking a student to interview you. Have the student ask you questions from the form and fill in the answers on the overhead. Have the student partner use the *look up and say technique* (read the question on the form and then look at his or her partner while asking it).
- Show the *Help Wanted Ads* on page 175 on the overhead. Ask students to read the instructions for B. Then elicit/teach the meanings of the following terms: *2 + yrs.*, *\$375/wk.*, *expr. nec.*, *reqd.*, *Irreg.*, *manicurist*. Elicit from the class what jobs in the ads the teacher is qualified for. As the students provide this information, have the teacher's partner circle them on the overhead. The teacher then selects the job he/she wants to apply for and explains why.
- Ask the students to read the instructions for C. Demonstrate that the student who conducted the first interview should turn his or her *Personnel Information Form* upside down when it is his/her turn to be interviewed.

A/B/C

- Hand out pages 174-175. Have students conduct the interviews and decide which jobs they would like to apply for. Go around the class and give help as needed.

D

- For a small class: conduct planning and report stages in which students tell the class the job they selected and why they chose it. For a large class: elicit answers from around the room. For example: *Juan, what job did you choose? How about you, Ludmilla? Did anybody else choose to be a babysitter? Did anybody choose to be a bodyguard?*

7 Self-Check

Source: K. Rooney, 1998

Aim: To allow students to reflect on their work habits.

- Ask students to read the questions.
- Discuss with the whole class what constitutes working effectively with a partner (e.g. partners sharing the workload as opposed to one person doing most of the work).
- Have students answer the questions individually.
- Find out how many students used the *look up and say technique* by taking a show of hands survey. Ask the class to provide suggestions to those who feel they did not work particularly effectively with their partner.

8 Listening

Source: K. Rooney, 1998

Aims: a) to listen to native speakers performing a similar task, b) to practice listening for specific information.

A/B

- Tell students they will listen to a tape. Ask them to read the chart and question B on page 176.
- Ask them to listen, complete the chart, and answer question B.
- Play the audio program two or three times. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers

A

| | | | |
|---|-----------------------|----------------------|------------------------|
| Name | <u>Jerry Doucette</u> | | |
| Kind of job he wants | <u>French Teacher</u> | | |
| Work hours | <u> ✓ </u> Weekdays | <u> </u> Nights | <u> </u> Weekends |
| Likes children | <u> ✓ </u> Yes | <u> </u> No | |
| Good at sports | <u> ✓ </u> Yes | <u> </u> No | |
| Computer skills | <u> ✓ </u> Yes | <u> </u> No | |
| Driver's license | <u> ✓ </u> Yes | <u> </u> No | |
| <u> ✓ </u> Full-time job OR <u> </u> Part-time job | | | |

B

He decides to be a sports teacher in the mornings and an office worker in the afternoons.

Audio script

PAUL: Mr. Doucette?

MR. DOUCETTE: Yes.

PAUL: Hi, I'm Paul Williams

MR. DOUCETTE: Nice to meet you.

PAUL: So ... I understand you're looking for a job as a French teacher.

MR. DOUCETTE: Yes, I am.

PAUL: Well, we do have a job for a French teacher. Can you work nights and Saturdays?

MR. DOUCETTE: No, sorry. I can only work days, Monday to Friday.

PAUL: Okay. Well, do you like children?

MR. DOUCETTE: Sure. They're okay.

PAUL: Are you good at sports?

MR. DOUCETTE: Yeah, pretty good.

PAUL: Well, we have a job teaching sports at a French school. It's part-time in the mornings.

MR. DOUCETTE: Hmm. I don't know.

PAUL: Oh, ah, can you use a computer?

MR. DOUCETTE: Yeah.

PAUL: We have a job for a general office worker. It's part-time in the afternoons.

MR. DOUCETTE: Yes, but ... you see ... I'm really looking for a full-time job.

PAUL: Okay. Do you have a driver's license?

MR. DOUCETTE: Yeah.

PAUL: *Well, we always have jobs for taxi-drivers.*

MR. DOUCETTE: *No, wait. I can be a sports teacher in the mornings
and be an office worker in the afternoons*

9 Language focus: *Compound nouns*

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To practice forming compound nouns from verb + noun constructions.

- Model the exercise by working with the whole class to change the first two sentences so that they contain compound nouns (e.g. *He's a truck driver, She's a guitar player.*)

- Have students work individually. Later, ask them to compare answers in pairs. Go around the class, check students' answers and give help as needed. Take up answers with the whole class or address problems that arise.

10 Reading: *The Daily Grind*

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: To practice reading for specific information.

- Pre-reading: Ask students the pre-reading question: Is it a good idea for students to have a job? Why or why not? Then write the following on the board:

STUDENT + JOB = Good idea? or Bad idea?

- Elicit some comments and write some of the students' ideas on the board under the appropriate heading. Arrive at a general consensus.

A

- Ask students to read the instructions on page 178 and then look at the chart below the text. Explain that since this is a scanning task, they will be given a time limit for completing the chart (give them approximately two and a half minutes and then ask them to stop). Let students know that they may need to make some inferences ("educated guesses").
- When time is up, take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | <i>Brandon</i> | <i>Lauren</i> | <i>Erica</i> |
|------------------------------|----------------|---------------|--------------|
| 1) To earn money for college | ✓ | | ✓ |
| 2) To buy nice clothes | | ✓ | |
| 3) To go out on the weekend | ✓ | ✓ | |
| 4) To pay for a car | | ✓ | |
| 5) To get job experience | | | ✓ |

- Ask students to look through the text and underline, circle, or highlight any words whose meaning they can not figure out from context. Then, write the following questions on the board. Have students write them in their notebooks. Tell them they can use these questions whenever they want to ask about unfamiliar words:

What does ... mean?

How do you define ...?

What's the definition for ...?

- Ask students to look at the text. If they find a word they don't understand, have them ask about this word using any of the questions above.

B Pair work

- Have students work in pairs to answer the questions. Present this as a fun activity with interesting questions for pairs to debate and figure out. Questions 2 and 3 require some simple calculations. Go around the class and give help as needed.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) Students' answers will vary.
- 2) Brandon works 16 hours a week (maybe fewer, depending on whether or not he is given a lunch break), Lauren 20, Erica, 15.
- 3) Brandon earns \$88, Lauren \$135, and Erica \$123.75.
- 4) Students' answers will vary.

C Language focus Source: K. Rooney, 1998

- Have students look through the text and find the words or phrases that have to do with money. Possible words: *cost, expensive, save, earn, buy, spend, pays, a lot of (money), much money, some money.*
- Have students compare their findings with a partner and then elicit the words or phrases from the whole class and write them on the board.
- Put students into groups and have them think of ways of classifying these words and phrases.

Possible categories:

| <i>Price</i> | <i>amount/quantity</i> | <i>making money</i> | <i>spending money</i> |
|--------------|------------------------|---------------------|-----------------------|
| costs | a lot of | salary | spend |
| expensive | much money | pays | buy |
| | penny | \$6.75 an hour | |
| | | \$8.25 an hour | |
| | | earn | |
| | | save | |

11 Self-Check

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To allow students to reflect on what they have learned in this unit, evaluate their own progress, and think about how they can further develop their skills in this area.

A

- Have students look at the questions on page 180. Ask them to answer the questions individually. Go around the class and give help as needed.

B

- Discuss how students can get more practice, etc. with the whole class.

3 Meet the Family

Introduction

This unit presents the language needed to discuss families and family life.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Unit goals: Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Write the unit title on the board. Then tell the students that in this unit they will: Talk about their family, e.g. *I have a brother and two sisters*, and Ask about other people's families, e.g. *How many sisters do you have?* Write this on the board.

Pre-task

1 Meet The Family Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: to present the vocabulary of families.

A

- Ask students to read the instructions on page 182 and to match the descriptions with the pictures. Allow students to use the pictures to try and figure out the meanings of *stepparent* and *adopted*. Once students complete the matching task, ask questions such as:

In picture 6, is the man the children's biological father?

A stepparent is ...?

In picture 5, are the man and woman the child's biological mother and father?

An adopted child is ...?

Answers

- a) 6
- b) 5
- c) 3
- d) 4
- e) 2
- f) 1

B1

- Discuss the questions in part B on page 182 with the whole class. Make sure students understand the meaning of *typical*. Elicit that there is no such thing as a typical North American family.

B2

- Have students discuss the questions with a partner for a minute or two and then elicit some answers from around the class.

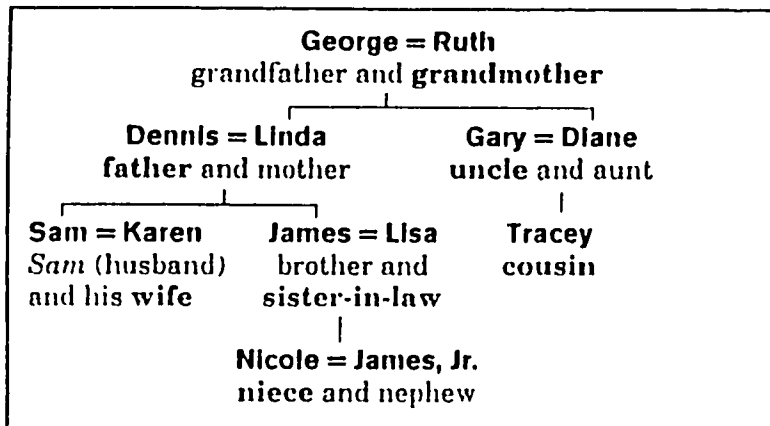
Pre-task

2 Word Power: *The Family* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To present the vocabulary students will need to talk about family members.

- Pair work. Provide each pair with one copy of Sam's family tree on page 183.
- Ask students to read the instructions. Model the correct pronunciation of the family words in the list.
- Have students complete the task. Go around the class, check answers, and provide help as needed. Take up the answers with the whole class.

Answers



- Hand out completed copies of the task so that the partners who did not do the writing can have their own copy.

Pre-task

3 Listening Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To practice listening for key information.

A

- Ask them to look at the picture on page 185 and guess what is happening.
- Tell students they will listen to a tape. Ask them to check the words they hear.
- Play the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *Atlas 2* (Nunan, 1995)

grandfather, brother, mom, nephew, niece, sister

Audio script Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

FRIEND: Is this your family Vera?

VERA: Yes, it is. It's my grandfather's 80th birthday. That's my grandfather, and that's my brother Jose on the other side. Who's that next to you?

VERA: That's my mom.

FRIEND: And who are those cute kids in the front?

VERA: Oh, they're the twins - my nephew Juan, and my niece, Cristina.

FRIEND: And that's your sister, right?

VERA: Yeah, that's Sandra.

B

- Model the correct pronunciation of the names.
- Tell the students they will listen to the tape again. Ask them to check the names they hear.
- Play the audio program.
- Check students' answers.

Answers Source: Borrowed by K. Rooney from *Atlas 2* (Nunan, 1995)

Jose, Juan, Cristina, Sandra

C

- Tell the students they will listen to the tape for a third time. Ask them to label the people in the photo on page 185.
- Play the audio program again.
- Have students compare their answers in pairs.

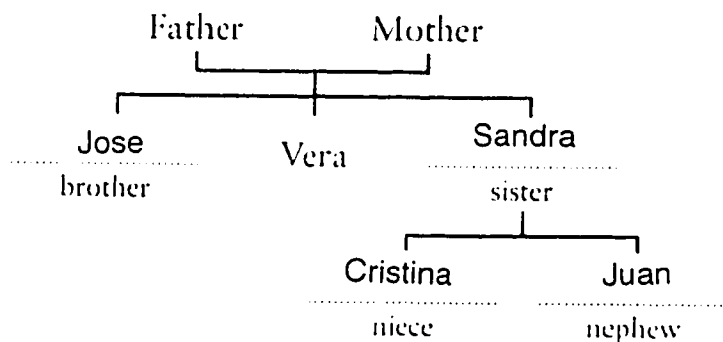
Answers



D

- Have students complete Vera's family tree and then compare answers with a partner. Check students' answers.

Answers



Task

4 Drawing family trees

Source: Adapted by K. Rooney from *Atlas 2*

(Nunan, 1995)

Aim: To practice and consolidate the vocabulary of families.

A

- Ask students to work individually to draw their family tree. Point out that unmarried students should include at least their immediate family members (e.g. grandparents, parents, brothers, sisters). Married Ss may choose to describe their own families (e.g. husband or wife, children, grandchildren).
- Go around the class and provide help as needed.

B1

- Model the task by choosing a married student and an unmarried student to ask questions to. Begin by asking each student if they are married and then ask a couple of appropriate questions based on the answer (for the married student: about their husband's/wife's name, if they have any children; for the single student: about their parent's names, if they have any brothers or sisters). Draw the first part of their family trees on the board.
- Tell students not to show their drawing to their partner until they have finished. Then, ask them to compare their drawing of their partner's family tree with their partner's own original drawing.

B2 Ask students to exchange roles and do the task again.

5 Listening

Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

Aims: 1) to model the family survey task in Section 6, 2) to practice listening for specific information.

- Tell students they will listen to a tape. Ask them to read the instructions and questions on page 187.
- Ask students to listen for the answers to the questions.
- Play the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Answer

Six women/girls and two men/boys

Audio script Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

A: *So, let's go back to your family tree. Well, for parents, obviously there's one of each.*

B: *Yes.*

A: *And you have one brother and one sister?*

B: *Right.*

A: *Now, your mother, Sheila. Does she have any brothers and sisters?*

B: *She has one sister..*

A: *No brothers?*

B: *No.*

A: *Okay, what about your father?*

B: *He has three sisters.*

A: *Oh, and no brothers?*

B: *No.*

A: *Ah ... and you - none of your brothers - ah ... neither your brother nor your sister is married?*

B: *No.*

A: *Okay. I think that's everything. So there's you, your mother, your mother's sister, and your father's three sisters. That adds up to six women/girls. Well, in your family there are more women/girls than men/boys. Your father and your brother are the only men.*

6 Family Survey Source: Adapted by K. Rooney from *The Collins Cobuild English Course Level 1* (Willis & Willis, 1988)

Aims: 1) to review *have/has* and questions with *do/does* and *how many*, 2) to recycle and extend the lexis about the family in the context of casual conversation.

Task cycle

Task

- Tell students that they are going to find out the number of males and females there are in their own families and in all the families in the class. Tell them they will have to make their own survey form. Outline the form on the board to demonstrate that it must be large enough to include all the students in the class.
- Have students work with the same partner they had in Section 4. They fill in the forms for themselves and their partner.
- Go around the class and give help as needed.

Planning and Report

- Work with the whole class to elicit/teach possible phrases that pairs can use to write a report of their findings (e.g. *In my/_____ 's family there are more ...; There are ...; There are only ...*).

- Pairs work together to write their report. Then they choose a spokesperson and this person practices giving the report to his/her partner. Go around the class and give help as needed.
- One student from each pair gives his/her report while the others note down on their forms what they hear so that they can calculate the final total for each of the sexes in all the families in the class. This provides the students with something to listen for.
- Ask students for the numbers of men and women in each family and write them on the board. Add them up to see if there are more men or more women. Ask students if they are surprised by the result.

7 Listening

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aims: 1) to prepare students to talk about their families, 2) to practice listening for specific information.

A

- Elicit/teach the meaning of *game show* (e.g. What happens on a TV game show?) Ask students if they watch game shows and which ones they watch.
- Tell students they will listen to a tape. Ask them to read the instructions for 7A on page 189. Put students into groups and ask them to think of words they might hear in the audio program and write them in the "Predict" column of the chart on the left

B

- Ask students to listen and check the words in the chart they hear.
- Play the audio program. Ask students for the words they checked off.
- Present the learning strategy of *predicting*: saying what you think will happen in the future. Write this on the board and have students write it in their notebook. Ask them why they think it helps language learners to predict the contents of what they are going to listen to, read, or speak about.

C

- Ask students to look at the chart on page 190. Tell them they will listen to the tape again. Ask them to complete the chart.
- Play the audio program again. Have students compare answers with a partner and then take up the answers with the whole class.

Audio script Source: Borrowed by K. Rooney from *Atlas 2* (Nunan, 1995)

HOST: Welcome to Game, Set and Match. Tell me a little about yourselves.

EVA:Hi. I'm Eva. I'm twenty-one years old. I'm American but my family comes from Costa Rica. I speak Spanish and English. I have three sisters and four brothers.

HOST: And what about you?

SYLVIA: I'm Sylvia. I'm nineteen. I live in L.A. I study languages at UCLA and I speak Mandarin, Japanese and English. I'm an only child.

HOST: Great! And finally, we have ...

PETE: Pete. I'm twenty-six and I'm a salesperson. I have a brother and a sister.

Answers

| <i>Name</i> | <i>Age</i> | <i>Occupation</i> | <i>Family</i> |
|-------------|------------|-------------------|--------------------------|
| Eva | 21 | - | 3 sisters and 4 brothers |
| Sylvia | 19 | student | only child |
| Pete | 26 | salesperson | a brother and a sister |

8 Listening

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aims: 1) to prepare students to talk about their families by providing them with a list of example questions, 2) to practice listening for specific information.

A

- Elicit/teach the meaning of *in-laws*.
- Tell students they are going to listen to another tape of people on a game show. Ask them to read the instructions on page 190.
- Tell students that they will hear the listening text in parts.
- Ask students to listen for and then explain how the game is played. Play the first part of the audio program (the host's introduction to the game show).
- Take up the answer with the whole class.

Answer

The contestants are all married couples. Husbands and wives answer questions put to them by the host and compete against each other to see who knows the most about the other's family.

B

- Elicit from students how to abbreviate the relationship terms, for example, *father-in-law (f-i-l)* in order to help them fill in the chart more easily.
- Tell students they will listen to the rest of the tape. Ask them to read the instructions and look at the chart on page 190.
- Ask students to listen and fill in the questions column.
- Play the rest of the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

C

- Tell students they will listen to the tape again. Ask them to work in pairs. One student listens for Jane's answers. The other, for Mary's answers. When finished they work together to complete the chart.
- Play the audio program. Take up the answers with the whole class

Answers Source: Borrowed by K. Rooney from *Atlas 2* (Nunan, 1995)

| Questions | James' answers | Mary's answers |
|--|--------------------------------|-------------------------------|
| Does your sister-in-law have any children? | No, she doesn't. | Yes, she does. Three girls. |
| Where does your father-in-law work? | He doesn't work. He's retired. | At a hospital. He's a doctor. |
| Where does your brother-in-law go to school? | He doesn't go to school. | Concordia University |
| Where does your mother-in-law work? | Can't remember | In a publishing house. |

Audio script

HOST: *Hello, welcome to our show, Know Your In-Laws. Our contestants are all married couples. Husbands and wives compete against each other to see who knows the most about the other's family. Our first couple is Mary and James Garcia.*

MARY: *Hello*

JAMES: *Hi.*

HOST: *So, how well do you know your in-laws. We'll soon find out. Are you ready?*

MARY: *I guess so.*

JAMES: *Sure.*

HOST: *Okay. First question. Does your sister-in-law have any children?*

JAMES: *No, she doesn't.*

HOST: Okay, no problem there. Next question. Mary, where does your father-in-law work?

MARY: At a hospital.

HOST: James. What about your father-in-law. Where does he work?

JAMES: He doesn't work.

HOST: Doesn't work?

JAMES: He's retired.

HOST: Good. Mary. Where does your brother-in-law go to school?

MARY: He goes to Concordia University.

HOST: And James. Where does your brother-in-law go to school?

JAMES: He doesn't go to school. He works in a bank.

HOST: Okay. Mary: Where does your mother-in-law work?

MARY: In a publishing house.

HOST: And James. Where does your mother-in-law work?

JAMES: Sorry, I can't remember. She changed jobs recently.

HOST: You don't know?

JAMES: Sorry.

HOST: We have a winner.

9 Your partner's family Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To learn about classmates' families.

- Elicit more questions that pairs can ask about each other's families and write them on the board.

For example:

Where do your parents live?

What are your brother's interests?

Does your sister live in Montreal?

A Pair work

- Ask students to work in pairs.
- Ask students to read the instructions on page 191. Give them five minutes to find out about their partner's family. Go around the class. Give help as needed.

B Group work

- Have students form groups of four with another pair and ask questions about the other pairs' families.

C Group work

- Have students discuss who collected the most information.
- Ask each group to say who collected the most information and to provide one interesting fact they learned about their group members families.

10 Language focus Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: To highlight specific features (wh- questions with *does*, and pronunciation blending with *does*) of the language used in the framework.

A

- Ask students to read the sentences in the columns 1 and 2 on page 191.

B

- Ask students to read questions 1-3 and analyze the sentences in columns 1 and 2. Tell them not to write anything yet. Work with the whole class and elicit the answers for the questions. Write the answers on the board and have the students write them in the blanks provided on page 191.

C

- Have students read questions 1 and 2 in the *Do you know the rule?* section on page 192 . Ask them to analyze the sentences in columns 1 and 2 on page 191 again to find the answers. Work with the whole class to answer the questions.

Answers

B All questions begin with wh- words.

C 1) the phrase *do you*

2) the phrase *does + he/she/your*

D

- 1) Use *do + you* when you want personal information from the person you are speaking to

Use *does + he/she/it* when you ask someone about other people.

2) 2 Auxiliary

3 Subject

1 Wh- word

D Practice activity Source: K. Rooney, 1998

Aim: To practise making questions with *wh + does*.

Preparation: Cut pieces of paper into small slips. Make sure there are enough for each student to have three slips. Think of one example sentence of your own and write it on a slip.

- Ask students to read the instructions and the sample sentences on page 192. Make sure students understand they are to write one sentence on each slip of paper and that they are not to write their names on the slips.
- Hand out the slips and have students write their sentences. Go around the class and provide help when requested or as needed.
- When students finish, write the sample sentences from the student book on the board and elicit how to turn them into *wh-* questions.
- Model how the activity works. Put the slips in a pile at the front of the room and place your own slip on top of the pile. Take your slip from the top of the pile and state your own prepared sentence to the class. Elicit the question form of the statement and then walk around asking the question to a few students. Demonstrate how when somebody answers "Yes", the students are to write that

person's name on the slip, keep the slip, and then take another slip from the pile in order to begin the process again.

- Begin the activity by having all the students take one slip from the pile. The students then walk around the room asking each other a question they form by changing the statement on their slip into a question. They continue to take slips from the pile and ask questions until all the slips are gone. The student who gets the most slips is the winner.

E Pronunciation: *Blending with does* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practise the reduction and blending of consonants with *does*.

- Play the two dialogues on page 192. Draw students' attention to the phonetic transcriptions above the reduced consonant blendings in the questions with *does*. Then model each one and have students repeat.
- Pair work. Have students practice the reduced and blended forms.

Pre-task

11 Snapshot Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To extend the unit topic by providing information for cross-cultural comparisons.

- Write some of the topics in the *Snapshot* on the board, e.g. children with working parents, single parents, marriage and divorce, and the elderly. Then conduct a brief class discussion by asking questions such as:

Do you think most Canadian mothers with young children work?

Do marriages in Canada often end in divorce?

Do parents in Canada sometimes live with their adult children?

- Hand out the *Snapshot* and have students read the chart and discuss the questions with a partner.
- Elicit a few responses for each question from around the class.

12 Reading Task: The Changing family Source:

Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to present cultural information on a modern family, 2) to practice skimming for main ideas.

- Warm-up: Create interest in reading the article by conducting a class discussion on how families are changing. Ask questions such as:

How are families today different from families fifty years ago?

Fifty years ago, what things did children usually do after school?

What about these days?

- Write the pre-reading question ("*What kinds of problems do parents have in your country?*") on the board and elicit responses from around the class.

A

- Ask students to read the instructions and the chart on page 194. Tell them to read the article looking only for the information that is needed to complete the chart. Assign a time limit of two minutes for completing the chart.
- Take up the answers with the whole class.

Possible Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Problems

- 1) Steve has to help Judy with the housework; doesn't enjoy it
- 2) Judy feels tired and too busy; worries about the children
- 3) Steve and Judy don't have a lot of free time together

- Introduce the learning strategy of skimming (*reading quickly to get a general idea of a text*). Write the definition on the board and have students write it in their notebooks. Elicit/teach that skimming gives readers the advantage of being able to predict the main topic of a message, its purpose, and possibly some of the supporting ideas.

- Have students look through the text again. Encourage them to underline, circle, or highlight any words whose meanings they can't guess from context.

- Elicit students' questions about any new words they marked. If possible, have other students explain the words or give synonym for them.

Possible unknown words/phrases Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

after-school program = an activity or a class for children to go to at the end

of the school day.

pick ... up = to go and get ...

chores = regular, necessary but boring jobs (e.g. housework, laundry).

B Pair work

- Make sure students understand the questions on page 194. Have students work in pairs and discuss the questions.
- Take up the answers by eliciting a response and then asking if everyone agrees.

C Group work

Task

- Have students work in groups. Ask them to choose what they think is the most serious problem facing the Morales family and to discuss possible solutions for that problem.

Planning

- Work with the whole class to elicit/teach possible phrases students can use to write their reports (e.g. *We think the most serious ...*, *To solve this problem, we suggest ...*, *We recommend the following solution(s) ...*). (Note: For this planning/report stage it is recommended that a system of turn-taking for the roles of spokesperson and secretary be instituted. This is to make sure that every student takes his/her turn and to guard against groups always choosing

their strongest one or two members for these roles. Assign two students in each group to be the spokesperson and the secretary and begin keeping a record of who was chosen in order to make sure each student has an equal opportunity.)

- Group members work together to plan their report. The spokespersons practice giving the report to their fellow group members. The other group members listen and then either approve the report as is or suggest possible additions or ways to improve it. Go around the class and give help as needed

Report

- Group spokespersons give their reports. Elicit reactions from the other students on whether they agree with the choices for the most serious problem and which solution or solutions they think are the best.
- Introduce the learning strategy of *personalizing*: sharing your own opinions, feelings, and ideas about a subject. Write this on the board and have students write in their notebooks. Elicit/teach how expressing feelings and opinions allows a student to practice and develop his or her communicative abilities.

D Language focus Source: K. Rooney, 1998

- Work with the whole class. Elicit answers for questions 1-3.

Answers

- 1) In column 1 the verbs end in -ing.

2) Students need to understand that the most common use of the present simple is to talk about actions and situations which happen repeatedly, or all the time, or at any time. When the verb occurs in the present continuous form, the most common use is to talk about temporary actions that are going on at, or around the time of, speaking.

3) Adding -ing to the verb and using it with an auxiliary (is, are)

E Group work Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- This is a free communication activity. Model the dialogue with one or two students and go over the "Topics to ask about" in the box. Group members take turns asking and answering questions about their families.

Optional: Have groups share with the rest of the class the most interesting fact or facts they learned about their classmates.

Pre-task

13 Grammar words: *Quantifiers* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To present and practice determiners: quantifiers.

A

- Put students into pairs and hand out one copy of page 197 of the student book to each pair. Draw students' attention to the percentages column and make

sure they understand that it provides clues to the answers. Pairs work together to complete the exercise.

- Go around the class and check students' answers. Give students help by telling them if they are right or wrong, but avoid simply giving them the answers.
- Hand out a completed version of page 197 so that all students can have a completed copy.

Answers

Nearly all

women with children work

Most

Some

women stay at home after they get married.

A few

couples stay together

Few

No one

gets married before the age of twenty.

B

- Tell students to look at the sentences in *B* on page 198.
- Have students read the instructions and model the exercise by doing an example together with the class. For example, write sentences such as the following on the board and then elicit from the class how to rewrite it using a suitable determiner as a substitute for the given percentage + *of* :

In Canada, 50% of marriages end in divorce.

In Canada, many/a lot of/some marriages end in divorce.

- Make sure students understand that more than one quantifier is possible for each sentence. Also explain that the percentage given in one fact may seem low in one context but high in another, and vice versa. Encourage students to choose a quantifier based on their own view of the facts.
- After students work individually to complete the exercise, have them compare answers with a partner. Take up the answers with the whole class.

C Pair work

- To explain the exercise, read aloud the example and compare it with the first sentence in part A. Then have students write sentences individually. Go around the class and give help as needed.
- Before students compare sentences with a partner, present the expressions in the "useful expressions" box. Elicit/teach which phrases are used to agree and which are used to disagree.

14 Writing

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to help students write a paragraph about families in their country with a degree of accuracy and fluency, 2) to discuss what other students have written.

- Ask students to read the instructions on page 198. Then read aloud the example and refer students to the picture. Can they guess which country is being described here? (Answer: Korea)

- Have students begin by brainstorming about typical families in their own countries. Then tell students to use their brainstorming lists (and their sentences from part B of Exercise 13) to write a first draft. Encourage them to write as much as they can in sentence form without worrying too much about spelling or grammar.
- Have students revise their drafts. Help students by asking questions such as, "Can you add any more details or information?" "What do you need to change or delete?"
- After students finish revising their drafts tell them to carefully check their spelling and grammar.

B

- In groups, students take turns reading their compositions aloud and answering any questions.

15 Self-Check Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Have students do the Self-Check exercise on page 199.

See Unit 2, Section 11, page 337 for the procedure.

4 How much is it?

Introduction

This unit teaches students to talk about money and expenses and to make comparisons and express preferences.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Unit goals

- Introduce unit goals. In this unit you will talk about shopping and prices, For example, *How much is that hat?*, talk about preferences, e.g. *I prefer the red one*, and make comparisons, e.g. *The colour is prettier*.

Pre-Task

1 Snapshot Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to introduce the theme of prices and expenses, 2) to generate the vocabulary of monthly expenses.

- Write words from the *Snapshot* on the board (e.g. *clothing, transportation, food, entertainment, housing*) and try to elicit from students that these are monthly expenses.
- Give students two minutes to brainstorm (in groups) other monthly expenses. Elicit responses from around the room and write them on the board.
- Introduce the learning strategy of *brainstorming*: thinking of as many words or ideas on a topic as you can. Write this on the board and have students write it in their notebooks. Ask them when else in this class they used brainstorming (to generate ideas for the writing task in section 14 of Unit 3). Elicit/teach that brainstorming helps a person generate and organize ideas and do a task more effectively.
- Have students read the *Snapshot* on page 200. Explain, or have other students explain any unfamiliar words.
- Have students work individually to answer the questions. For the last question, tell students to include about five items in each of their two lists; they do not have to include percentage estimates for these expenses.
- Elicit responses around the class so that students can compare their spending habits with their classmates.

Possible answers

Michael Perry spends most of his money on housing (\$31% = \$9,643).

Rebecca Burns spends most of her money on entertainment (55% = \$1,441).

Michael spends 5% (\$1,555) of his yearly expenses on entertainment, but

Rebecca also spends more on clothing (15%) than Michael does (5%).

Last question: Students' answers will vary.

2 Expenses

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aims: 1) to give practice in asking for and comparing information about personal/family expenses, 2) to build vocabulary.

Preparation: Make copies of the following charts.

| Name | rent | shopping |
|---------|------|----------|
| | | |
| | | |
| | | |
| Average | | |

| Name | food | transportation |
|---------|------|----------------|
| | | |
| | | |
| | | |
| Average | | |

| Name | entertainment | electricity |
|---------|---------------|-------------|
| | | |
| | | |
| | | |
| Average | | |

A Task

- Make sure students understand "average" and how to calculate an average.
- Go over the example dialogue in part A on page 201 and encourage students to elaborate on their responses while doing the task.

- Put students into groups of three. Give each group member one of the three charts shown above.
- Each student finds out how much each group member spends per month on their two categories. Students then work together to calculate the biggest and smallest average monthly expense and the overall average monthly expenses for their group.

Planning

- Work with the whole class to elicit/teach phrases groups can use to write a report of their monthly expenses (e.g. *In our group the smallest/biggest ...; Our average monthly expenses are ...*). Assign the roles of spokesperson and secretary to Ss whose turn it is.
- Have group members work together to plan their report. The group spokesperson practises giving the report to their fellow group members. The other members then listen and either approve the report as is, or suggest possible additions or ways to improve it. Go around the class and provide help as needed.

Report

- The spokespersons give their reports. Other students listen, compare the results to their own, and ask any follow-up questions they may have.

3 Listening

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aims: 1) to practise listening for prices, 2) to highlight the use of intensifying adverbs, 3) to practise placing stress on intensifying adverbs.

A

- To activate students' background schemata and prepare them for the listening activity, ask them how much they think it costs for a litre of gas, bus fare and dinner for two in Honolulu, Mexico City, and Tokyo (e.g. *Is it cheap there? Is it expensive?*)
- Tell students they will listen to a tape. Ask them to read the instructions and look at the chart on page 201. Ask students to listen to the tape and complete the chart.
- Have students check their answers with a partner and then take up the answers with the whole class.

Answers

| | One litre of gas | Bus fare | Dinner for two in a restaurant |
|-------------|------------------|----------|--------------------------------|
| Honolulu | \$1.10 | \$0.60 | \$50.00 |
| Mexico City | \$0.15 | \$0.01 | \$14.00 |
| Tokyo | \$1.80 | \$1.30 | \$80.00 |

B Language focus Source: K. Rooney, 1998

- Give students a copy of the audio script on page 52 of this guide. Ask students to read the script and find four intensifying adverbs. These are adverbs used to emphasize or strengthen the meaning of verbs or adjectives.
- Have students compare their findings with a partner and then take up the answers with the whole class.

Answers

more, even more, only, much, extremely, really, very, less, much, at least, a lot more

Section 3: Audio script

MAN: Ann, you're from Honolulu , right?

ANN: Yes, I am.

MARIA: Honolulu is a very expensive place to live, isn't it

ANN: Well, yes, I guess so. It's probably more expensive than Mexico City. That's your hometown, isn't it, Maria?

MARIA: Yes.

MAN: Yeah, but Tokyo is even more expensive than Mexico City or Honolulu.

ANN: Oh, I'm not sure about that. Why don't we compare some prices and find out.

MAN: Okay. Like what?

ANN: Well, how about gas? How much does a litre of gas cost in Tokyo?

MAN: A litre of gas cost about three dollars and seventy cents in Tokyo.

MARIA: Mexico City is less expensive. It's only fifteen cents a litre

ANN: And in Honolulu, gas costs about a dollar ten a litre.

MARIA: How about public transportation ... like taking the bus?

ANN: Bus fare is really cheap in Honolulu. It costs only sixty cents to go anywhere on the island.

MAN: In Tokyo, it costs about a dollar-thirty to take the bus.

MARIA: And it's much cheaper in Mexico City. It's only three pesos - about one cent.

MAN: Well how about going out for dinner? In Tokyo, a good restaurant is extremely expensive. It costs at least eighty dollars. It can cost a lot more, of course.

ANN: In Honolulu, it costs about fifty dollars for dinner for two.

MARIA: Well, it's really cheap to eat out with my husband. Only twelve dollars for us to go to a good restaurant in Mexico city.

ANN: Gee, I'd say that Mexico City is ...

C Pronunciation

- Read the sentences. Have students mark the stressed words. Check students' answers.
- Say the sentences and have the students repeat.

D

- Have students practise the dialogues using correct stress placement. Go around the class and listen. Correct any errors in stress placement or pronunciation.

E Progressive deletion: write the dialogues on the board, or before class, write them on an acetate (using a non-permanent marker) so that they can be displayed on an overhead projector. Assign half the class to play role A, the other half, role B. As the students read the lines of the dialogues, delete a word or phrase from each line. Continue until almost all of the words have been deleted. Also, call on individual students to provide lines of dialogue. Make sure that proper stress and intonation is maintained.

4 Conversation: *Prices* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to introduce demonstrative adjectives (*this, that, these, those*), and the pronouns *one/ones*, 2) to allow students to use the context of the conversations and their own knowledge of English to discover how these words are used.

A

- Put students into pairs and give one copy of page 204 to each pair.
- Pairs work together to complete the conversations with the words in the bubbles.
- Go around the class, check students' answers, and give help as requested or needed.
- Take-up the answers with the whole class

B

Preparation: bring pairs of jeans or other pieces of clothing and personal items (e.g. a necklace, a watch) to class.

- Go over new vocabulary. Elicit/teach the meanings of *"on sale"*, *"Are you kidding?"*, *"Thanks anyway"*, *"That's crazy!"*
- Have students listen to the conversations on tape. Model the correct stress and intonation for *"\$30. Are you kidding?"* and for *"Almost \$100! That's crazy!"*
- Have students practice the dialogues. Before they begin, model the activity by using the items you brought to class and performing the dialogues with a student. Take the part of the customer. Demonstrate how items referred to as *"this"* or *"these"* should be located near the speaker or held by hand, and that items referred to as *"that"* or *"those"* should be located out of the speaker's reach and pointed to. Tell students they can feel free to change the dialogues. For example, they can choose their own price and decide whether or not they would like to buy the item.
- Have pairs of students perform one of the dialogues for the class using the items you brought to class. Other students listen and evaluate the performers' use of stress, intonation, and body language.

Note: In a large class it may not be advisable to have all pairs give performances. In such case, have several pairs perform a dialogue and cut off the activity when students' attention appears to be waning.

Task

5 That's Expensive!

Source: Adapted by K. Rooney from *New Interchange* 1 (Richards et al., 1997)

Aim: To discuss the prices of various kinds of merchandise.

Pair work

- Ask students to work in pairs
- Elicit/teach expressions that can be used to give an opinion about prices. For example:

T: Let's say you want to buy a _____ (e.g. pair of jeans). So you and a friend go to a store and the price of the jeans in that store is \$60. You might say to your friend, "that's _____ " (expensive). But what if the jeans are only \$20? We'd say that's _____! (cheap, inexpensive)

- In turn, teach/elicite phrases such as *That's okay/not bad, That's reasonable, That's a bargain*, or other phrases the students know. Write these phrases on the board.
- Hand out the task and pronounce the names of the items in the pictures. Elicit/teach the various ways prices can be pronounced (e.g. *These jeans are*

sixteen dollars and ninety-nine cents or sixteen ninety-nine).

- Model the dialogue with one or two students.
- In pairs, students take turns asking and answering questions about the products in the pictures. Go around the class and give help as needed.

6 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practice listening for prices and the reasons for buying or not buying things.

- Ask students to read the instructions and look at the chart on page 205.
- Ask students how much they think the three items in the chart might cost.
- Try to elicit the meaning of *too expensive* (it occurs twice in the audio program as a reason for not buying something) by referring students back to the conversations in section 4.

For example:

T: Why (in conversation 2) doesn't the customer buy the white jeans?

S: They're expensive.

T: Yes. They're t _ _ expensive.

- Tell students they will listen to a tape. Ask them to complete the chart.

- Play the audio program a couple of times. Have students compare their answers with a partner and then take up the answers with the whole class.

Audio script Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) *TIM: Look at these! Rollerblades! I really want a pair.*
SANDRA: But they're pretty expensive. They're \$165!
TIM: Oh, yeah. You're right. A hundred and sixty-five dollars is too expensive.

- 2) *TIM: Here's a great cap for you!*
SANDRA: That one? Hmm. Is it expensive?
TIM: Not really. It's only \$9.95
SANDRA: Nine ninety-five is very reasonable. I think I'll take it.

- 3) *SANDRA: What do you think of those sunglasses? They're only \$16.*
TIM: They're nice. Try them on.
SANDRA: Oh, no. I think they're too big.
TIM: You're right. They are too big.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | <i>Price</i> | <i>Do they buy it</i> | <i>Reason</i> |
|-----------------|--------------|-----------------------|-----------------|
| 1) rollerblades | \$165.00 | No | too expensive |
| 2) cap | \$9.95 | Yes | very reasonable |
| 3) sunglasses | \$16.00 | No | too big |

7 Language focus Source: K. Rooney, 1998

Aim: To highlight the meanings and uses of demonstrative adjectives.

A

- Have students read the sentences on page 206.

B/C

- Work with the whole class to answer parts B and C (give students a chance to think and consult other students sitting at their table before calling for an answer).

D

- Check students' understanding of "singular" and "plural" by writing singular and plural forms of a word on the board and asking students which form is singular and which one is plural. Have students work individually to fill in the blanks and then check their answers with a partner. Go around the class, check students' answers, and provide help as requested or needed. Take-up the answers with the whole class
- Call on students to take turns asking questions with "*How much is/are ...?*" about things in the classroom; others respond with real or imagined prices.

E Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- Ask students to work individually to complete the conversations on page 207 and then check their answers with a partner. Go around the class as students

work. Provide help as requested or needed. Take up the answers with the whole class.

F Pronunciation: *Linked sounds* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

1

- Write the first question (*How much are these pants?*) on page 207 on the board. Tell the students you are going to say the question twice, each time pronouncing *much* and *are* in different ways. Ask them to listen for which way they think is correct. Then, say the questions twice, once without the linked sounds between *much* and *are* and once with the linked sounds.
- Explain the notion of "linked sounds": The final consonant of a word is linked to the vowel sound that starts the word that follows it. Mark the linked sounds in the sentence. Say the question with the linked sounds and have the students repeat.
- Play the audio program. Have students practice the questions and responses using linked sounds.

2 Pair work

- Ask students to work in pairs. Have them take turns asking questions with "*How much is/are ...? "*" about any items in this unit that have a picture and a price.

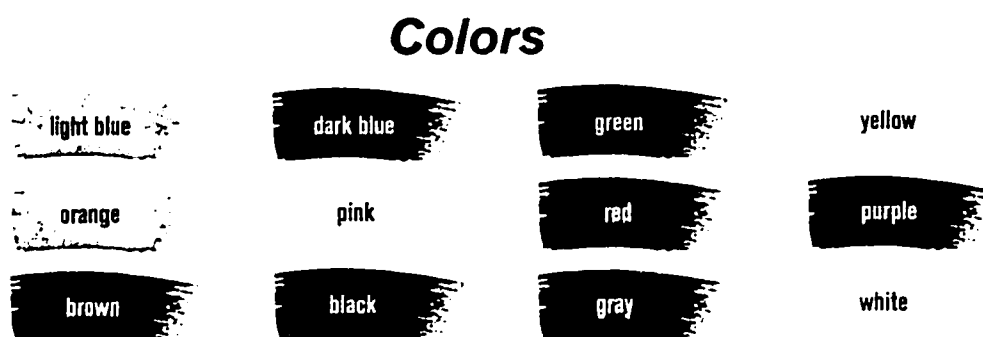
Pre-task

8 Colours

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To enable students to learn more colours.

- Make a large chart similar to the one below showing the actual colours.



- Elicit/teach the names of the colours in the chart. Then, brainstorm with the class and try to come up with additional names of colours that the students already know. Write these on the board.
- Divide the class into groups and assign one or two colours to each group.
- Have the groups look around the classroom and the surrounding area and make a list of the names of objects that have their assigned colour(s). The group that finds the most objects in five minutes is the winner.

Pre-task

9 Word Power: *Materials* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To present adjectives describing what clothing and accessories are made of.

A Pair work

- Model the correct pronunciation of the listed items.
- Ask students to work in pairs. Have students match each item with the correct picture and then write the words in the blanks below each picture. Go around the class, check answers, and give help as needed. Take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- | | |
|---------------------|--------------------|
| 1) plastic bracelet | 5) leather gloves |
| 2) a gold ring | 6) a cotton shirt |
| 3) a silk scarf | 7) silver earrings |
| 4) polyester pants | 8) rubber boots |

- Brainstorm other types of materials that things can be made of. Write students' suggestions on the board.

Possible Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

scarf, pants, and shirt: cotton, wool, silk, linen, polyester, rayon, nylon, satin, knit

gloves: leather, rubber, plastic, suede, cotton, lace, wool knit, polyester

boots: leather, rubber, plastic, suede

bracelet, ring, and earrings: plastic, gold silver, copper, brass, glass, jade, diamond, pearl, ruby, emerald

B Class activity

- Model the activity by asking students to observe what you are wearing or things you have with you in class. Also elicit the sentences that can be used and write them on the board:

I'm wearing ...(e.g. a silk shirt, polyester pants).

I have ...(e.g. a nylon backpack, a plastic pen).

- Have students write three sentences about what they are wearing - items which are visible. Tell them not to write their name on their paper. Collect the descriptions and randomly redistribute them to the students. Then have students take turns reading the sentences aloud. Others try to guess who it is about.

Pre-task

10 Problem-solving: *Comparisons with adjectives*

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To present and practice ways to express preferences and make comparisons.

A

- Work with the whole class to fill in the blanks in questions 1-3 on page 209.

B

- Ask students to work individually or with others at their table to write the comparative forms of the adjectives. Go around the class and check students' answers. Give help as needed, but try only to guide students, or elicit help from other students. Take up the answers with the whole class.

C

- Elicit/ teach phrases that are used for clothing sizes, such as *a small/a medium/a large/an extra large* (e.g. Tico is a big, strong guy. For the question "*What size shirt do you take?*" would he say "*I take a man's big?*").
- The pictures above each conversation illustrate the difference between the items being compared. Tell students to look at each picture and the adjectives in parentheses before filling in the blanks.
- Have students complete the conversations and then compare their answers with a partner. Go around the class and check students' answers. Give help as

needed but try only to guide students or elicit help from other students. Take up answers or address problems that were noticed with the whole class.

11 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To listen to native speakers discussing clothing preferences and making comparisons.

A

- Tell students they will listen to a tape. Ask them to read the instructions and look at the chart on page 210. Tell them they will listen to the conversation in two parts.
- Ask students to listen complete the chart.
- Play the part 1 of the audio program. Have students check their answers with a partner and then take up the answers with the whole class.

Answers

Sue likes the wool jacket because it looks warmer.

Anne prefers the leather jacket because it's more attractive.

B

- Tell students that they will listen to part 2 of the conversation. Ask them read questions 1 and 2 .

- Elicit that the question *What does Sue think of it?* means "*What's Sue's opinion of it?*"
- Ask students to listen to the answers for the questions. Play the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers

- 1) Anne buys a T-shirt with a bird on it.
- 2) Sue thinks it's nice and the colours are really pretty.

Audio program Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

ANNE: Hey, Sue. Look! These jackets are nice. Which one do you like better?

SUE: I like the wool one better.

ANNE: Really? Why?

SUE: It looks warmer.

ANNE: Well, I prefer the leather one. It's more attractive than the wool one.

SUE: Would you like to buy it?

ANNE: Hmm. I don't know. My gift certificate is only worth \$200.

SUE: Well ... I can't find the price tag.

ANNE: Here it is.

SUE: Uh oh, I think I can forget about buying this, it's \$499.

PART 2

SUE: Oh, Anne, look. There are some things on sale over there.

ANNE: Oh, you're right! These T-shirts are really nice. And they're cheap, too. I like this one with the bird on it.

SUE: That is nice! And the colors are really pretty.

ANNE: Great! I'll take it.

SUE: Yeah, I'm going to buy one, too.

12 Making Comparisons

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To discuss preferences and make comparisons between items of clothing.

A Task

- Preparation: cut pages out of shopping catalogues and make copies of them.
- Have students read the instructions on page 211 and make sure they understand the task.
- Use what you and the students are wearing to elicit/teach categories that people typically consider and talk about when deciding what clothes to buy (e.g. colour, design, style, material). Elicit and write example sentences on the board. For example:

The colour is prettier.

The design is nicer.

The style is more attractive.

- Model the sample dialogue on page 211 and encourage students to try and discuss clothes the way Anne and Sue did. Remind them that they only have \$200 and to keep track of the prices of the items they want to buy. Ask students to work in pairs to discuss the items and decide what they are going to buy.

B Planning and Report

- Help students practice what they will say when reporting their choices to another pair. Elicit/teach some useful phrases. For example:

I'm going to buy ...

And with my last \$30, I'm ...

- Then have partners tell another pair what they have decided to buy with their \$200 gift certificate.
- Optional: Take a brief class poll to find out the most popular choices. For example, find out how many women bought a dress, how many students bought a jacket.

13 Writing

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To have students write a paragraph comparing Canadian prices with prices in their own country.

- Go over the task and the items in the chart. (Note: if students aren't sure what

each item cost in their countries, they can make educated guesses to come up with realistic prices).

- Have students write a first draft of their compositions.
- Ask students to work in pairs and read their drafts together. They can help check each other's grammar. Tell students to pay particular attention to any comparisons with adjectives.
- Go around the class and help students with their writing and proofreading.
- Optional: Tell students they may choose to recopy or type their paragraphs at home before handing in a final draft for comments.

14 Reading: Shop Till You Drop

Source: Adapted by K.

Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to explore the different kinds of shopping available in the U.S., 2) to practice scanning for facts and key words, and making inferences.

- To introduce the topic, write the heading *kinds of shopping in my country* on the board. Elicit the kind of shopping the students did in Section 12 (catalogue shopping)
- Ask students to work individually to make a brainstorming map and then share ideas in small groups. Elicit examples of how, when, and where they shop in their own countries. Write the information on the board.

A

- Ask students to read the instructions for part A and the accompanying chart on page 212. Go over any unfamiliar words (e.g. Home shopping network).
- Ask students to complete the true/false statements individually. Set a time limit of about one minute for this to encourage students to scan and not read every word. When finished, ask students to compare their answers with a partner. Take up the answers with the whole class.
- Have students look through the three passages again. Ask them to underline, circle, or highlight any word whose meaning they can't guess from context. Elicit/explain the meaning of these words.

Possible unfamiliar words and terms: Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

music club = a mail-order company from which members order music (CDs, cassettes, music videos) at discount prices.

QVC = "Quality, Value, and Convenience"

households = homes

B Task: Group work

- Go over questions 1 and 2. Elicit/explain any unfamiliar vocabulary (e.g. *discount stores, secondhand or thrift stores, mall*). Ask students to work individually to check the boxes.
- Put students into groups and tell them to take turns asking and answering the questions.

C Planning and Report

- Work with the whole class to elicit/teach phrases groups can use to write a report about what the most popular times for shopping and the most popular types of shopping are for the members of their group (e.g. *In our group, the most popular time is/most people like/everyone is different ...*).
- Assign the roles of group spokesperson and secretary to students whose turn it is have these roles.
- Group members work together to plan their report. Then spokespersons practise giving the report to their fellow group members. The other members listen and then either approve the report as is, or suggest possible additions or ways to improve it.
- For the report stage, assign students to listen for what the most popular kinds of shopping and the most popular times are for shopping in the class. Check students' answers after the spokespersons finish their reports.

D Language focus 1: *articles* Source: K. Rooney, 1998

- Ask students to read the sentences on page 212 and then work with the whole class to answer question 2.
- Ask students to work individually to fill in the blanks in question 3 and then compare their answers with a partner. Take up the answers with the whole class.

E Language focus 2: *Grammar words*

- Ask students to read the various uses of *by* on page 214.

Exercise

- Have students read the instructions . Model the exercise by working with the whole class to match sentence 1 with one of the four uses of *by*.

- Have students do the exercise.

Go around the class, check students' answers, and give help as needed. Give hints and tell the if their answers are right or wrong, but try to avoid simply giving them the correct answers.

- Take up the answers with the whole class.

Answers

- 1) when
- 2) how
- 3) who
- 4) where
- 5) how
- 6) where
- 7) when

15 Ordering by telephone

Source: Adapted by K. Rooney from *Getting Together* (Stempleski et al., 1986)

Aim: To practice ordering an item over the telephone.

- Explain to students that they are going to practice ordering items by telephone and that they are going to use a credit card. Write an example of dates that are shown on credit cards. For example:

valid
from to
03/98 - 02/99

- Elicit/teach that 02/99 is the expiration date and that after that date the credit card can't be used.

A Pair work

- Put students into pairs and give each pair ONE copy of the worksheet. Have pairs work together to complete the customer-salesperson conversation. Go around the class, check students' answers and provide help as requested or needed. Address any problems that were noticed with the whole class. Hand out completed copies of the worksheet so that all students can have their own copy.
- Have pairs practice the conversation. Both partners take turns playing the customer and the salesperson. Remind students to use the *look-up and say* method. In this method, students first read a line of dialogue but the say rather than read, it to their partner.

Answers

- | | | | |
|--------------|-----------|--------|------------|
| 1) may | 4) size | 7) all | 10) take |
| 2) sweater | 5) colour | 8) how | 11) credit |
| 3) catalogue | 6) dark | 9) pay | 12) order |

16 From Our Catalogue

Source: Adapted by K. Rooney from *Getting Together* (Stempleski et al., 1986)

Aim: To practice ordering an item over the telephone in a freer task.

- **Pair work.** Hand out copies of part A. Ask students to scan the order sheet and circle, underline, or highlight any words or phrases they are unfamiliar with. Elicit/teach the meanings of these words or phrases.
- Hand out copies of part B. Repeat the above procedure.
- Model the first few exchanges in the task with a student or by playing both roles yourself. Demonstrate that while the "customer" is deciding which two items he/she would like to buy, the "salesperson" should review the model conversation in section A. Demonstrate that students should try not to look at the model conversation while they do the task. Make sure they understand that they are not expected to reproduce the model conversation exactly. For example, it is okay to say "What color please?" instead of "And the colour?" They may also feel free to ask about the colour, size, catalogue number, etc. in any order they choose.

- Have students take turns role playing both the customer and the telephone salesperson. Go around the class while students do the task and give help if necessary.

17 Self-Check

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Have students complete the Self-Check exercise on page 220.
- See Unit 2, Section 11, page 337 for the procedure.

Review of Units 1-4

1 Listening

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: 1) to review listening to information about people, 2) to prepare students for the activity in Section 2.

- Explain the game "Twenty Questions": One player thinks of a famous person or a job and the other players try to guess who or what it is by asking a maximum of twenty Yes/No questions. If nobody guesses the answer, the first player wins.
- Tell students they will listen to a tape of two people playing Twenty Questions.
- Ask them to try and guess the identity of the famous person.
- Play the audio program once or twice. Elicit/explain the key words *video*, *hit album* if necessary.

Answer

Michael Jackson

Audio script Source: Borrowed by K. Rooney from *Interchange 1* (Richards et al., 1990)

DICK Do you want to play "Twenty Questions," Jane?

JANE: What's that?

DICK: I'm going to think of a famous person, and you have to guess who I'm thinking of. Okay?

JANE: Okay! It sounds like fun!

DICK: All right. I'll start.

JANE: Is it a man?

DICK: Yes.

JANE: Okay. Is he a famous singer?

DICK: Yes.

JANE: Yeah? Good! Does he live in the United States?

DICK: Yes.

JANE: Mmm. Is he in his twentiies?

DICK: No.

JANE: Oh. Okay, then, is he in his thirties?

DICK: Yes! That's five questions, Jane. You have fifteen more.

JANE: Okay, okay. Is he a rock singer?

DICK: Yes.

JANE: is he also an actor?

DICK: No. Do you giveup?

JANE: No, not yet. Mmm, does he make music videos?

DICK: Yes!

JANE: Uh, and is he black?

DICK: Yeah, he is. That's nine questions.

JANE: Oh! Is it Stevie Wonder?

DICK: No!

JANE: Okay, did he have a hit album called Thriller ?

DICK: Yes!

JANE: Oh, I know! Is it ...

2 Twenty Questions

(Richards et al., 1990)

Source: Adapted by K. Rooney from *Interchange 1*

Aim: To review yes/no questions with *be* and *do/does*.

- Review the rules of the game (Ask students, for example, "Can you ask wh-questions?"). Tell students that they have to think of a living person or a job. Model how the game works if someone chooses a job instead of a famous person. State, "*I'm thinking of a job*" and have students ask a few questions.
- Put students into groups. Each student takes a turn thinking of a famous person or a job and answers the group's questions. Set a time limit of about ten minutes.
- Optional: Find out if any students thought of a famous person or job that their fellow group members couldn't identify. If so, let the rest of the class play the game with that student and try to guess the person's identity.

3 What's the question

(Richards et al., 1997)

Source: Adapted by K. Rooney from *New*

Aim: To review question formation and other grammar structures used in Units 1-4.

- Ask students to read the instructions on page 223. Point out that there may be more than one correct question for each answer. Model the task by doing response number 1 with the whole class.

For example:

T: "No, Teresa and I aren't in the same class. She's in the morning class." What's the question?

S1: Are you and Teresa in the same class?

T: That's right! Good! Can anyone ask another yes/no question?

S2: Is Teresa in your class?

T: Right.

- Remind students that responses with "Yes" or "No" at the beginning almost always need yes/no questions with *be* or *do*. Do this by writing three "answers" on the board (two requiring wh- questions and one requiring a yes/no question) and eliciting from the students which one takes a question that will begin with either *be* or *do* and which ones takes wh- questions.
- Put students into groups of three. Make sure that one of the strongest students in the class is in each group. Have a brief meeting with these students and tell them that they are to be the group leaders for this exercise. They are to check the progress of the other two group members after each question and make sure that one group member is not almost finished while another member is still near the beginning. Then tell the rest of the class that these students have been designated as group leaders for the task, and that you would like to change the seating plan so that all group members are sitting on one side of the table with the group leader in the middle.
- Go around the class and check students' answers while they do the exercise. Give help as needed but always try to get students' partners to help them first.

Take up the answers with the whole class.

Answers

- 1) Are you and Teresa in the same class/Is Teresa in your class?
- 2) Where does your sister go to school?
- 3) What do you do?
- 4) Is your teacher American?
- 5) How much is the computer?
- 6) When do you leave home on weekdays?
- 7) What languages do you speak?
- 8) Which sweater is nicer?/Which sweater do you like?

B

- Have students write five statements like the ones in the exercise. Then, have them form groups and take turns reading their statements to the other group members and calling on them to make the questions.

4 Role Play: *In a department store* Source: Adapted by K. Rooney
from *New Interchange 1* (Richards et al., 1997)

Aim: To review the language used to talk about the prices of things.

Preparation: Cut out twelve pictures from department store catalogues and paste them on three sheets of paper (four items per sheet). Arrange desks in the open side of the room to serve as "stores" for the "clerks". Make three different shopping lists, each containing four of the twelve items for sale. Put a chair behind each desk.

- Model how the task works by playing both roles yourself or by having a student volunteer play a clerk. Place one of the "customer" sheets on a desk and the second one sitting up against the back of the chair. This is done to get the customers to say *"How much is this/are these ...?"* (for items on the desk) and *"How much is that/are those ...?"* (for items out of reach on the chair).
- Demonstrate how a customer should approach a clerk who is selling one of the items on his/ her list and ask about the price of that item. The clerk states the price he/she has decided upon. The customer then either decides to buy the item, or if he/she thinks the price is too high, tries to find another clerk selling the same item for less money. The teacher should demonstrate three possible scenarios: 1) the first clerk the customer approaches charges a high price for the item the customer asks about. The customer then decides to go to another clerk and manages to buy the item for less money (demonstrate how the customer should write the price of the item on his/her shopping list while the clerk should cross out the item and write the price it was sold for next to it); 2) the first clerk charges a reasonable price, but, the customer, hoping to find an even better price decides not to buy the item. The customer subsequently visits other clerks and discovers that they are all charging a higher price than the first clerk. The customer then goes back to the first clerk only to find that the item has been sold; 3) a clerk finds that all the customers are rejecting his/her price for a particular item so he/she decides to lower it for subsequent customers. Make sure, however, that the students understand that the clerks and customers (as is true in Canada's department stores) are not allowed to haggle over price. The customer must either buy or reject the clerk's stated price.
- Designate half the class as clerks and give them one of the clerk's pages.

Designate the other half as customers and give each of them a shopping list. Ask the clerks to decide how much they are going to charge for their merchandise and the customers to think about approximately how much they are prepared to spend for each item on their shopping list.

- Have students do the task. Observe them and provide help if necessary.

When they finish, find out which customer managed to buy all the items on his/her list for the least amount of money and which clerk managed to sell all his/her items for the most amount of money. Then, have students switch roles and do the task again.

- Introduce the learning strategy of *role playing*: Pretending to be somebody else and using the language for the situation you are in. Write *role playing* on the board and have students write it in their notebooks.

5 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practice listening for questions and choosing correct responses to them.

- Tell students they will listen to a tape. Ask them to read the instructions and the response choices on page 224.
- Ask them to listen and check the correct answers.
- Play the audio program. Have students compare their answers with a partner

and then take up the answers with the whole class.

Note: For question 4, both *a* and *b* are possible correct answers. If some students choose *a* as being correct and others choose *b*, ask them to explain why their answer is correct and elicit that there are two possible answers.

Audio script Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) *Do you leave home early to get to work?*
- 2) *Do you have CD players and VCRs there?*
- 3) *How much is a laptop computer?*
- 4) *Are you a student here?*
- 5) *Are you at the store on Saturday afternoon?*
- 6) *Which shirt do you like better?*

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) Yes, very early. Before 7:00 A.M.
- 2) No, we don't
- 3) A good laptop computer costs over \$2000.
- 4) Yes, I'm from Italy.
- 5) Yes, I work on Saturdays.
- 6) I like the polyester one better.

5 Do you like jazz?

Introduction

This unit teaches students how to talk about the topics of entertainment and personal likes and dislikes, and how to make, accept, and refuse invitations.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Unit goals:

- Write on the board and explain to students that in this unit they will: talk about likes and dislikes, (e.g. *I don't like classical music*), talk about music, movies and TV programs, (e.g. *What do you think of Star Trek?*) and make invitations (e.g. *Would you like to go to a concert?*) and excuses (e.g. *Sorry, I'd like to, but I have to work.*)

Pre-task

1 Music Survey Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To introduce the theme of music and generate the vocabulary associated with various types of music currently popular in North America.

Preparation: Make a tape containing examples of the various kinds of music listed below the chart on page 225.

A

- Put students into groups of four and give them two minutes to brainstorm different kinds of music.
- Ask students to state the different kinds of music they came up with and construct a word-map on the board. Explain (or if possible have students explain) any musical terms that are unfamiliar to some students.
- **Listening Chart:** Tell students they will listen to musical excerpts. Ask them to read the instructions and look at the chart on page 225. Ask them to listen and fill in the chart. Stop the tape after the first excerpt, take up the answer, and demonstrate on the board that they write the answer in the first column and then check off the box in the chart indicating their reaction. Then play the remaining excerpts and have students fill in the chart.
- **Survey:** Conduct a show of hands survey of how many students checked off

the *like a lot* and *hate/can't stand* columns for each kind of music. Write the numbers on the board.

B

- Have students read the *Snapshot* on page 226 and use the questions to have a class discussion about how their taste in music compares to North American society as a whole.

Pre-task

2 Word Power

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To generate vocabulary related to various types of entertainment - movies, music, and TV programs - that students will use in this unit.

Preparation: Make four sets of vocabulary cards, each listing three of the following words:

| | | |
|-----------------|--------------|-------------|
| classical | salsa | game shows |
| science fiction | horror films | soap operas |
| jazz | talk shows | news |
| thrillers | pop | westerns |

A

- Ask students to read the instructions on page 226.

- Hand out the vocabulary cards. Each group member should have a different card. Each of them, therefore, will only have three of the twelve words needed to complete the word map. They then have to work together to complete the word map.
- Have students do the task. Go around the class and check students' answers. Provide help by giving hints if there are terms which are unfamiliar to some groups, but avoid giving an explanation. Save the unfamiliar terms for whole-class feedback and give other students a chance to provide an explanation before providing one yourself.

Answers Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| <i>Music</i> | <i>Movies</i> | <i>TV programs</i> |
|-----------------|---------------|--------------------|
| horror films | game shows | classical |
| science fiction | news | jazz |
| thrillers | soap operas | pop |
| westerns | talk shows | salsa |

B

Ask students to complete the task in pairs. Take up the answers with the whole class and write them on the board.

Possible answers

| <i>Movies</i> | <i>TV programs</i> | <i>Music</i> |
|---------------|--------------------|--------------|
| adventure | cartoons | reggae |
| comedies | documentaries | opera |
| musicals | sports events | heavy metal |

C

Ask the students to read the instructions. Write one of the three entertainment lists on the board. Model the task by asking a student which item on the list they like the most and which one they like second best. Write 1 next to their first choice and 2 next to their second choice.

- Have students complete the task individually.
- Have students form small groups to compare their rankings.
- Optional: take a class survey to find out which types of entertainment were the top three items in each category.

Task

3 Entertainment Survey

Source: Adapted by K. Rooney from *New*

Interchange 1 (Richards et al., 1997)

Aim: To have students express themselves fluently using their own questions and giving their own opinions.

A

- Ask students to read the instructions on page 227.
- Have students look at the photos on page 227. Ask them if they know who these people are and elicit questions that can be asked using the prompts.

Gloria Estefan = a Cuban-American pop musician

Brad Pitt = an American movie star

Patrick Stewart is the star of the TV program *Star Trek*.

Possible questions:

Do you like ...?

(Brad Pitt, pop music)

What kind of ... do you like?

(music, movies, TV programs)

Who's your favourite ...?

(actor, actress, singer,)

What's your favourite ...?

(movie, TV program, song, sport to watch on TV)

What do you think of ...?

(Star Trek, horror movies, new age music).

- Ask students to first work individually to write down five questions to ask one another.

Listening

- Tell students they will listen to a tape demonstrating the kind of discussion they are supposed to engage in. Ask them to listen for how the speakers use one

question to have a conversation. Ask them to write down the questions they hear.

- Play the audio program. Check students' answers.

Audio script Source: K. Rooney, 1998

JUDY: Okay, who's going to start.

LINDA: Well, you're the group secretary so, I guess I'll go first. John, do you like pop music?

JOHN: Umm, not really, but I love classical music.

LINDA: Oh, really? Who's your favourite composer?

JOHN: Brahms. I love his music.

LINDA: Oh, he's my father's favourite composer. I'll have to show you some of his Brahms CDs.

JOHN: Thanks. That'd be great.

LINDA: Okay. Anybody else like pop music? Bill?

BILL: Yeah, I like pop music, especially Céline Dion.

LINDA: Yeah, I really like her, too. Judy, how about you?

JUDY: No, I'm not a pop music fan. I listen to jazz.

LINDA: Okay, who's next?

JUDY: Well, I have a question about TV. Um, Bill, what's your favourite TV show?

BILL: Star Trek: Voyager.

JOHN: Yeah? I still like the old Star Trek show with Captain Kirk and Mr. Spock.

JUDY: *Me, too. I think the old Star Trek show was funnier. Linda, how about you?*

LINDA: *Oh, I don't like Star Trek.*

JUDY: *So what's your favourite show then?*

Possible answers

- The question "*Do you like pop music?*" leads to a short discussion of favourite classical composers.
- The question "*What's your favourite TV program?*" leads to a brief discussion about Star Trek.
- Put students into groups of four or five to discuss their questions.
- Encourage the students to follow the example on the tape and extend their conversation beyond their written questions.
- Go around the class while the students carry on their discussions and observe how they are responding. Set a time limit of about ten minutes.

B Group work

- Explain to students that groups need to come to a consensus *before* they complete the chart on page 227.

C Class Activity

Planning

- Elicit/teach useful expressions groups can use to write their report (*e.g. Our*

favourite _____ is ..., We all like ..., We don't agree on ..., We can't stand ...).

- Assign the roles of spokesperson and secretary to students whose turn it is.
- Have group members work together to write their report. Then the spokespersons practise giving their reports to their fellow group members. The other members listen and then either approve the report as is, or suggest possible additions or ways to improve it.

Report

- Have group spokespersons take turns reporting their information while another group member writes their results on the board. After all reports have been given, a quick tabulation of the results should easily determine the class favourites.
- **Optional:** With their books closed, have students take turns asking one another questions about people in entertainment. Encourage a lively give-and-take of information; students should ask and answer quickly, without pausing. Start the activity by addressing one student:

T: Who's your favourite actor, Kei?

S1: Tom Hanks, I guess.

T: Oh, really? I like him, too. Now it's your turn to ask a someone a similar question.

A more challenging way to do this is not to allow any student to repeat a question that has already been asked.

4 Language focus: *Object pronouns* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To allow students to figure out the rules for using object pronouns.

A

- Ask students to read the instructions on page 228, fill in the blanks for all the questions, and then compare answers with a partner. Go around the class, check students' answers, and provide help as requested or needed. Take up the answers with the whole class.

Answers

2) Do you know the rules?

he, him, for males

she, her for females

they, them, for more than one person (males or females)

it for inanimate singular objects

them for inanimate plural objects

3) I, He, She, They

4) her, him, it, them

5) it

B

- Have students read the instructions on page 229 and fill in the blanks.
- Go around the class, check students' answers, and give help as needed.
- Take up the answers with the whole class.

Answers

- 1) it
- 2) him
- 3) her
- 4) them

C Progressive deletion: write the dialogues on the board, or before class, write them on an acetate (using a non-permanent marker) so that they can be displayed on an overhead projector. Assign half the class to play role A, the other half, role B. As the students read the lines of the dialogues, delete a word or phrase from each line. Continue until almost all of the words have been deleted. Also, call on individual students to provide lines of dialogue. Make sure that proper stress and intonation is maintained.

Pre-task

5 Vocabulary Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To brainstorm entertainment possibilities in Montreal and prepare students for the "Invitations" tasks.

A

- Word-map: Page 229 shows the beginning of a word-map. Write the heading ("Entertainment in Montreal") and the one given example (Montreal Casino) on the board. Work with the whole class to brainstorm things that can be done for entertainment in Montreal and add to the word-map.

B

- Ask students to rate the activities individually by writing the number that corresponds to the phrase that best describes their feelings in the blank next to each activity. Have them use the following ratings scale:

1 = I would love to go.

3 = I wouldn't like to go.

2 = I would like to go.

4 = I would hate to go.

C Group work

- Have students compare their ratings in groups of four.

Pre-task

6 Invitations

Source: Adapted by K. Rooney from *New Interchange 1*
(Richards et al., 1997)

Aim: To introduce making and accepting invitations

A

- Ask students to pretend they want to ask a friend to do something (e.g. *Let's say you want to ask a friend to go to a baseball game on Saturday*). Write examples such as the following on the board and elicit the question structures:

W_____ to a baseball game on Saturday?

There's a baseball game on Saturday. _____
_____?

- Elicit/teach the word *invitation* (e.g. This is called making an _____).

- Elicit/teach how to accept or refuse an invitation (e.g. for *Sorry, I'd like to, but I have to _____: S_ _ _ _ , I'd _____ , but _____ ...*)

accepting

Yes, I would

Yes, I'd love to. Thanks.

Yes, I'd really like to go.

refusing

Sorry, I'd like to, but I have to ... (work late).

Sorry, but I don't like ... (baseball).

- Elicit that *I'd* is a contraction of *I would*.
- Ask students which expression would be more polite: *Do you want to ...?* or *Would you like to ...?* (*Would you like to... ?* is more polite).
- Have students copy the ways of accepting and responding on page 230 of the student book.

B Pair work

- Have students write responses to the invitations, answering truthfully, before practising with a partner. Go around the room and check the written answers. If common problems exist, make a note of them and stop the pair practice in order to go over any general difficulties with the whole class. Then have pairs resume the practice.

Task

7 Week Planner Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)

Aim: To give practice in making, accepting, and refusing invitations.

Preparation: Obtain a current copy of the *Mirror* newspaper and make photocopies of two or three pages in the entertainment section that list the various entertainment events happening in Montreal during that week.

A

- Have students read the instructions for *A* on page 231.

Tell students that they will be given copies of entertainment pages from the *Mirror* newspaper and that these pages list different entertainment events that will be happening in Montreal during the coming week. Ask them to choose three events they would like to attend and write them in the blanks provided on page 231.

- Hand out the copies of the entertainment pages. Give students a few minutes to make their choices. Encourage students to use the reading strategy of *scanning*.
- Go around the room and provide help as needed.

B Class activity

- Reproduce the *Week Planner* on page 232 on the board. Demonstrate

how the task works by having a student invite you to do the first activity. Accept the invitation and write the activity and the person's name in the correct space. Then fill in a few other days in the planner and have a student invite you to do something on one of those days. Elicit why you cannot accept the invitation. Also make sure the students understand that they must not see the same person twice in the week.

- Have the students do the task.
- Find out how many students were able to find someone for each day on the week planner.

8 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to practice listening for specific information and making inferences, 2) to model the task in Section 9.

- Set the scene by telling students they will listen to three different conversations in which people are inviting their friends to do something with them.
- Ask students to read the instructions and look at the chart on page 232.
- Ask students to listen and complete the chart.
- Play the audio program two or three times. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | Event/ Activity | Day | Time | Accept? | |
|----|--------------------|--------------|--------|-----------|-----|
| 1) | Jake & Paula | movie | Wed. | 9:00 P.M. | No |
| 2) | Lucy & Chris | jazz pianist | Thurs. | 8:30 P.M. | Yes |
| 3) | Rich & Ed | baseball | Sat. | 2:00 P.M. | Yes |

Audio script Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

1) **JAKE:** *Hey, Paula, would you like to see a movie on Wednesday?*

PAULA: *Maybe. What time?*

JAKE: *How about the nine o'clock show? I'm not free before then.*

PAULA: *Nine o'clock? Oh, sorry, Jake. That's too late for me. I have to get up early on weekdays.*

2) **LUCY:** *Chris, there's a very good jazz pianist playing downtown. Would you like to go?*

CHRIS: *A jazz pianist! I'd love to go! When is the show?*

LUCY: *It's on Thursday at 8:30.*

CHRIS: *That's perfect. Thanks a lot, Lucy.*

3) **RICH:** *Hey, Ed, do you want to play baseball on Saturday?*

ED: *Yeah. That would be great. What time on Saturday?*

RICH: *How about two P.M.?*

ED: *Two is fine.*

Task

9 Making Invitations

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To give students an opportunity to make their own invitations and to respond truthfully.

- Point out to students that sometimes they may need more information about an event before they can accept or refuse an invitation. Elicit some other questions they may want to ask. For example:

When is it?

What time does it start?

Where is it?

What time should I/we ...?

- Ask students to read the instructions on page 232 and write down three different things they would like to do.
- Demonstrate the task by having a student invite you to do something and then elicit follow up questions you might want to ask.
- Tell students to respond to the invitations the way they would in real life. For example, if they work on Thursday night, they can't accept an invitation to do something on that night.

- Have students carry out the task. Go around the class and observe the students. Provide help as requested or needed and address any problems that occurred with the whole class when the students finish.

10 Language focus

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To highlight the use of prepositions for expressing times, days, and places.

- Ask students to circle the prepositions in sentences 1 and 2 on page 233. See if students can do this without being reminded of what a preposition is.
- Take up the answers with the whole class.
- Have students complete the *Do you know the rule?* section. Take up the answers with the whole class.

Answers: Do you know the rules?

Use at + place

on + day

at + time

11 Reading: The Sound of Music

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: 1) to give practice at scanning for specific information, 2) to give practice in reading for specific information.

- Write the opening discussion question (What are some traditional kinds of music in your country?) on the board. Elicit/teach the meaning of "traditional" in this context (a form of music that people in a particular country or area have passed down from generation to generation). Have a short class discussion on traditional kinds of music that are popular in the students' native countries. For example:

T: People say rock and jazz are both traditional kinds of music in the U.S., but what about another country, like Spain?

S1: Spain has classical guitar music.

T: Right.

S2: Well, flamenco is still popular in Spain.

T: Yes. Well, what about your country?

S2: Well, we have old folk music called ...

Optional: Have students brainstorm on the topic of "Different Kinds of Musical instruments." Write the topic and students' suggestions on the board. Can students classify those instruments into appropriate categories (e.g. strings; brass; woodwinds; percussion; electric/electronic or amplified)?

A

- Tell students they are going to read about three musicians. Write the names of the musicians on the board and model the correct pronunciation: Caetano Veloso / /, Bonnie Raitt / /, and Cui Jian / /. Ask students if they have heard of any of these musicians and, if they have, what they know about each one.

- Elicit/teach the meaning of *blends* (mix together).
- Reproduce the chart in part A on the board and tell students that after they receive the text, they will have two minutes to scan it and fill in the chart with each singer's nationality and the types of music that he/she blends.
- Hand out the text by placing one copy face down in front of each student. Have students do the task and stop reading or writing when time is up.
- Have students compare answers with a partner. After, they do so, take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | <i>Nationality</i> | <i>Types of music he/she blends</i> |
|-------------------|--------------------|---|
| 1) Caetano Veloso | Brazilian | rock with Bahia region |
| 2) Bonnie Raitt | American | rock with country and blues |
| 3) Cui Jian | Chinese | jazz and rap with Chinese |

B Pair work

- Go over all four questions and allow pairs to find and discuss the answers. Go around the room and check students' answers. Give help as needed. Take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) They blend their country's music with popular sounds.
- 2) He makes them like a painter paints his canvas.
- 3) She has a strong, rough voice.
- 4) He wants it to express the feelings of Chinese youth.

C Language focus: *Uses of like* Source: K. Rooney, 1998

- Put students into pairs and provide each pair with one copy of the Exercise C on page 235. Partners work together to match the sentences with the different meanings of *like*.

- Take up the answers with the whole class.

Answers

3 meaning the same as or similar to

1 meaning enjoy or to be pleased with

2 used when giving examples

- Inform students that the use of *like* demonstrated in sentence a2 is officially incorrect, but is used often in colloquial speech.

- Provide each pair with a second copy of the exercise so that all students now have a copy. Then ask students to work individually to write complete sentences using the prompts in part b. Tell students to consult their partner if they run into difficulties and compare answers with their partner when they finish.

- Go around the class, check students' answers, and give help as needed. Take up the answers with the whole class

12 Self-Check

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Have students do the Self-Check exercise on page 236.
- See Unit 2, Section 11, page 337 for the procedure.

6 How often do you exercise?

Introduction

This unit teaches students to talk about frequency, to ask about and describe routines and exercise, and to talk about abilities.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Unit goals Source: Adapted by K. Rooney from Atlas 2 (Nunan, 1995)

- Explain to students and write on the board that in this unit they will: Talk about routines and exercise (e.g. *I lift weights every day*), talk about frequency (e.g. *How often do you usually exercise?*), and talk about abilities (e.g. *I'm pretty good at tennis.*).

Pre-task

1 Daily Schedules and Habits Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To generate vocabulary related to daily schedules and habits that

students will use in the unit.

A

- Hand out page 237 of the student book. Ask students to read the instructions for section 1 and look at the accompanying word-map.
- Work with the whole class to brainstorm daily habits and build a word-map on the board (students fill in the wordmap on page 237).

B Class discussion

- Have a whole-class discussion about a possible daily habit and elicit adverbs of frequency to indicate how often this habit is done and their meaning. For example:

T: I usually shower in the afternoon. Takeshi, do you usually shower in the afternoon?

S1: No.

T: So you shower in the morning or at night?

S1: Yes. Usually at night.

T: So we would say Takeshi _____ showers in the afternoon.

S2: Never.

T: Right. So never = ____%?

As the various adverbs are brought up (or elicited by the teacher), elicit from the students and write on the board that *always* = 100%, *usually* = 90%, *often* = 70%, *sometimes* = 30%, *hardly ever* = 5%, *never* = 0%.

Task

2 Find an ideal roommate

Source: Adapted by K. Rooney from *Fast Forward 1* (Black et al., 1986)

Aim: To practice asking and answering questions about personal habits

- Elicit/teach the word *roommate* (*When you and a friend live together in the same room or apartment you call that person your ...?*). Then ask who in the class has ever had a roommate, did they like having one?, etc.
- Ask students to read the instructions to task 2A on page 238 of the student book.
- Ask the first question to one of the students and elicit how to fill in the chart.
- Have students fill in the *Me* column.
- Direct the students' attention to the blanks at the bottom of the *Do you ...* questions column. Choose a category from the questions column and explain to students that you don't want a roommate who ...(e.g. plays loud music). Ask them what sort of things they find annoying when they live with someone and write them on the board. Then have them fill in the blanks in the questions column with the habits they would personally find annoying.
- Have students carry out the task. Go around the class, check students' answers, and provide help if necessary.

B

- Class Discussion. Possible questions: Ask students if anyone found someone who would be a good roommate for them, if anyone found someone who would be really ideal, who didn't find anyone they would like to room with, why the people they interviewed would be unsuitable.

3 Language focus: *Adverbs of frequency* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To highlight the use and form and function of adverbs of frequency.

A/B

- Have students read the sentences in exercise 3A on page 239 of the student book. and then work with the whole class to answer the questions in the *Do you know the rule?* section.

Answers: Do you know the rule?

The usual position for adverbs of frequency is immediately before the verb.

Sometimes is different because it can be placed before the subject.

C

- Have students read the instructions on page 239. Model the exercise by doing line A of question 1 with the whole class.
- Ask students to complete the exercise individually. Tell them they should consult their partner if they run into difficulties and compare answers with their partner when they finish. Go around the class, check students' answers, and

provide help as requested or needed. Take up the answers with the whole class.

D Pair work

- Model the activity on page 240 by having a student ask you the first question and then giving your own answer.
- Have students do the activity. Go around the class and listen to students. Give help if needed.

E Pronunciation: Syllable stress Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

1) Use the audio program to present the sentences on page 240. Ask students to listen and underline the words they hear being stressed.

- Have students listen again and repeat the sentences.

Answers

I hardly **e'v**er do **yó**ga in the **mó**rning.

I **ó**ften go **ró**llerblading on **Sá**turdays.

I almost **a'**lways play **té**nnis on **weé**kends.

2) Practice

- Have students read the instructions on page 240.
- Model the exercise by writing an example on the board and having a student volunteer to act as your partner.

F Progressive deletion: write the dialogues from 3C on the board, or before class, write them on an acetate (using a non-permanent marker) so that they can be displayed on an overhead projector. Assign half the class to play role A, the other half, role B. As the students read the lines of the dialogues, delete a word or phrase from each line. Continue until almost all of the words have been deleted. Also, call on individual students to provide lines of dialogue. Make sure that proper stress and intonation is maintained.

Pre-task

4 Snapshot Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: 1) to introduce the topic of sports and fitness, 2) to present vocabulary that students will need in the upcoming tasks.

- Introduce the topic of sports and fitness by asking students how much time they spend in a week doing sports or fitness activities (e.g. jogging).
- Model the correct pronunciation of each of the sports and fitness activities listed in the *Snapshot*. Have students ask about any new words and explain, or have other students explain (or mime), any unfamiliar sports or activities. Ask the class if "*Football*" refers to World Cup football. Make sure students understand that the reference here is to American football, not to soccer.
- As a class, group, or pair activity, have students use the questions in the *Snapshot* to have a brief discussion.

Pre-task

5 Word Power: *Sports and exercise* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To present additional vocabulary for students to use when talking about sports and exercise.

A Pair work

(Note: students can complete the chart by considering which activities are generally popular with different age groups worldwide or only in their own native countries.)

- Have students read the instructions on page 241. Check students' understanding of words that were not presented in Section 1 and that students may not know. For example: *rollerblading* (similar to roller-skating, but the wheels on rollerblades are set in a straight line like the blade on an ice skate); *yoga* (a system of Hindu (East Indian) exercises to help control the body and mind, including meditation, deep breathing, and various postures); *middle-aged* (from about forty to about sixty-five years old).
- Ask students to work individually to complete the task.
- Model the A-B dialogue below the chart with a couple of students. Then ask students to work in pairs to compare answers by having similar conversations.
- Take up the answers with the whole class.

Possible Answers

| | <i>Children</i> | <i>Teens</i> | <i>Young adults</i> | <i>Middle-aged</i> | <i>Older people</i> |
|-----------------|-----------------|--------------|---------------------|--------------------|---------------------|
| aerobics | | | ✓ | ✓ | ✓ |
| baseball | ✓ | ✓ | ✓ | | |
| bicycling | ✓ | ✓ | ✓ | ✓ | |
| rollerblading | ✓ | ✓ | ✓ | | |
| soccer | ✓ | ✓ | ✓ | | |
| swimming | ✓ | ✓ | ✓ | ✓ | ✓ |
| tennis | ✓ | ✓ | ✓ | ✓ | ✓ |
| weight training | | ✓ | ✓ | ✓ | |
| yoga | | | ✓ | ✓ | ✓ |

Task

6 Fitness Poll

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To give students an opportunity to talk about themselves and to concentrate on speaking fluently.

- Ask a student what he/she does for exercise.
- Use the student's answer and elicit what goes in the blanks of a sentence

such as the following:

_____ do you usually go jogging ? (*How often*)

- Use the answer to elicit/teach the following phrases: *once, twice, three times a week/month, every day, don't _____ very much/very often*. Elicit/explain that while we usually say "*once*" (not "one time") and "*twice*" (not "two times"), we do say "*three times*", "*four times*", etc.

A

- Ask students to read the instructions on page 241.
- Ask students what questions they would like to ask their classmates about their exercise habits. Provide the students with prompts, e.g. *Do you ...? , Do you ever...? , How often ... ?* Other possibilities: *What do you...? (What do you do there? , e.g. at the gym), Where do you ...? (Where do you go? , e.g. walking/jogging), What else ... ? (What else do you do to keep fit?)*.
- Put students into groups of four or five and assign the roles "group secretary" and "spokesperson" to students whose turn it is to be these people. Then ask them to take turns asking one another the questions. Go around the class and give help as requested or needed. Make sure the secretaries are taking clear notes.

B Planning and report

- Have groups go over the secretary's notes, vote on who has a good (or the best) fitness program, and then work on the wording of their report.

- Have group spokespersons practice giving the report to their fellow group members. The other group members listen and then either approve the report as is, or suggest possible additions or ways to improve it. Go around the class and give help as needed.
- Have group spokespersons report their findings to the rest of the class. The students listen and decide who they think has the best fitness program in the class.

7 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practice listening for key words, to listen to native speakers discuss their fitness activities.

- Introduce the topic by asking questions such as the following. For example:

T: What do you usually do in the evening, Papo?

S1: Well, I usually do my homework and then watch TV before bed.

T: Do you ever exercise in the evening, Kim?

S2: Yes I often work out at the Y.

T: Really? How often do you work out there?

S2: Oh, about twice a week.

- Have students to read the instructions and look at the chart on page 241.
- Ask students to listen to the tape and complete the chart.
- Play the audio program two or three times.

- Have students check their answers with a partner and then take up the answers with the whole class.

Audio script Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

WANDA: So, what do you usually do in the evening, Ted?

TED: I exercise a lot. I like to go jogging after work.

KIM: Yeah? How often do you go jogging?

TED: About four or five times a week.

WANDA: Well, I guess you're in great shape.

TED: Thanks!

KIM: You're in great shape, too, Wanda!

WANDA: Oh, thanks, Kim. I usually go to the gym and work out in the evenings. I love it! And I meet a lot of my friends there.

TED: How often do you go?

WANDA: About three times a week, I guess. What about you, Kim? Do you ever work out in the evenings?

KIM: No, I don't exercise very much. I almost always practice my guitar

after work. I practice for a couple of hours every night.

TED: Gee, you must be pretty good.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | <i>Favourite activity</i> | <i>How often?</i> |
|-------|---------------------------|-------------------------------|
| Ted | jogging | about 4-5 times a week |
| Wanda | working out | about 3 times a week |
| Kim | practicing the guitar | a couple of hours every night |

8 Language focus: *Collocations* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To raise students' awareness of which verbs are used with particular activities.

- Go over the three examples to show how some of the activities listed are used with the verbs given here.
- Have students form pairs and work together to complete the task. If possible, have students use their dictionaries; otherwise they can only make educated guesses.
- Take up the answers with the whole class.

Possible answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | | |
|--------------------|------------------|---------------|
| do aerobics | go bicycling | play baseball |
| do weight training | go rollerblading | play soccer |
| do yoga | go swimming | play tennis |

- Have students work in pairs or small groups to think of rules for these collocations. Then work with the whole class to craft properly-worded

definitions. Write them on the board and have students write them in the *Do you know the rules?* section.

Possible answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

do + an activity involving martial arts or individual types of exercises.

go + an activity ending in -ing (exception: *do* + *weight training*)

play + a sport played with a ball (exception: *go* + *bowling*)

- Introduce the learning strategy of *discovering*: finding patterns in language.

Write this on the board and have students write this in their notebooks.

Elicit/teach that you are more likely to remember something if you discover it yourself.

Task

9 Writing

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to practice writing a letter to a friend, 2) to practice the simple present tense and adverbs of frequency.

- Set the situation. Tell students to pretend that they have a friend in their native country who speaks very good English. They want to show their friend how much English they have learned so they are going to write a letter to him or her in English. In the letter they are going to write about their favourite activities in Canada.

- Explain the task further by reading the example letter aloud.

- Encourage students to spend about five minutes brainstorming about activities that they usually do each week. They can then use this information to write a first draft of their letter.

B Group work

- Put students into small groups and have them read their letters aloud to the group. After answering questions from the other group members, ask the students to revise their drafts to include any additional information that group members asked them about.
- Have students hand in their letters for comments.

Pre-task

10 Problem-solving: *Grammar words* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practice asking additional questions with *how* and responding with short answers.

- Point out to students that there are other questions that they may want to ask people about sports and fitness.
- Put students into pairs and provide each pair with one copy of the exercise. Partners work together to fill in the blanks.
- Go around the class, check students' answers, and give help as requested or needed. Take up the answers with the whole class.

B

- Start a question-and-answer practice around the class. For example:

T: Antonio, how often do you watch sports on TV?

S1: Mmm, not very often. How much time do you spend studying every day, Chang?

S2: About three hours a day. Jenny, how well do you play tennis?

S3: About average, I guess.

11 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: 1) to give practice making inferences, 2) to model the task in Section 12.

- Set the scene by telling students that they are going to listen to three people - John, Anne, and Phil - discussing sports and exercise.
- Have students read the instructions on page 245. Use the pictures on page 245 to elicit/explain the three types of people.
- Ask students to listen and fill in the blanks.
- Play the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) Phil
- 2) Anne
- 3) John

Audio script

ANNE: How good are you at sports, John?

JOHN: Are you kidding? I'm terrible! But I love to watch sports. I go to football or baseball games all the time. And I buy three or four different sports magazines every week.

ANNE: Wow!

PHIL: Do you like sports, Anne?

ANNE: Well. I like to exercise. But I don't watch sports very much, and I never buy sports magazines.

PHIL: How much time do you spend exercising?

ANNE: Well, I guess I exercise about two or three hours a day. I do aerobics three times a week, and the other days I go swimming. It makes me feel good.

PHIL: That's great!

JOHN: And what about you, Phil?

PHIL: Oh, I'm too lazy to play sports - I really hate exercising! And I almost never go to any sporting events. In my free time, I like to sit with my feet up and watch my favourite TV shows.

Task

12 Sports Survey Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To give students an opportunity to express themselves using their own information and to focus on speaking fluently.

A

- Tell the students they are going to find out who in the class is a *couch potato*, a *fitness freak*, or a *sports fanatic*.
- Ask students to read the instructions for part A on page 245. Then have them work individually to complete their four questions and then check their work with a partner. Go around the class and give help as needed.

B Group work

- Ask students to read the instructions on page 245.
- Separate the pairs formed in part A and have them form new groups of four students each. Then have students take turns asking their own four questions. Assign one student to act as the group secretary and take notes. After about five minutes, ask the groups to discuss if any of their members are *couch potatoes*, *fitness freaks*, or *sports fanatics*.

C Planning and Report

- Have group members work together to write their report. The group spokespersons then practises giving the report to their fellow group members.

The other group members listen and then either approve the report as is, or suggest possible additions or ways to improve it. Go around the class and give help as needed.

- The group secretary reports the findings to the class. The other students listen and then vote on who they think is the biggest *couch potato*, *fitness freak*, or sports fanatic in the class

13 Language focus: *well vs. good*

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To raise students' awareness of the difference between *well* and *good*.

- Have students fill in the blanks on page 246, complete the *Do you know the rule?* section, and then compare answers with a partner.
- Check students' answers.

14 Fitness Quiz

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- As preparation, have students skim the questionnaire and ask about any words they do not know. Explain (or elicit from other students) any words the students ask about.

A Pair work

- Ask students to work in pairs to complete the questionnaire and calculate their partner's score. Go around the class and give help as needed.

B Group work

- Put students into groups and have them compare scores and answer the questions.
- Class Discussion: Ask questions such as, *Did anyone get higher than 70? Who has a score of between 55 to 70 points?* Elicit some of the ideas students came up with for improving their fitness. and write them on the board.

15 Reading: *Smart Moves*

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practice the reading subskills of scanning, identifying details, and making inferences.

- Brainstorm with the class on how exercise helps people. Write students responses on the board in point form. For example:

How does exercise help you?

Exercise ...

makes you fit.

can improve your mind and body.

helps you relax.

- Hand out the text on page 248. Read aloud the pre-reading question. (*Look at the statements in part A below. Which do you think are true?*) . Have students read the statements in part A and decide individually or in pairs which ones they think are generally true. Make sure students understand that they are not to check the boxes at this stage.

- Conduct a quick class vote (through a show of hands) to see which statements students think are generally true.
- Ask students to read the passage silently looking for answers to the statements.

A Pair work

- Go over the instructions on page on page 248. Put students into pairs and have them work together to decide on and check the statements that are true according to the information given in the article. Then have them scan the passage again and underline the words and phrases that helped them decide which statements are true.
- Take up the answers with the whole class.

Answers (helpful information in parenthesis) Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) ✓ (lifts the spirit)
- 2) ✓ (builds confidence)
- 3) ✓ (makes the bones, muscles, heart, and lungs stronger)
- 4) -
- 5) ✓ (helps you learn new things)
- 6) ✓ (helps you ... remember old information better)
- 7) -
- 8) ✓ (walking four to five miles ... five times a week helps you live longer)

- Ask students to look look through the text again and mark any words whose meanings they can't guess from context.

- Explain/ elicit the meanings of any words or expressions that students do not understand. For example:

lifts the spirit = makes a person feel happier

builds confidence = makes a person believe in him/herself

B Pair work

- Ask students to read the instructions and the questions. Make sure students understand the meaning of *benefits* (helpful things, advantages).
- Have students discuss the questions with the same partner or have them switch partners for the sake of variety. Go around the room and take note of students' responses and provide help as requested or needed. When students finish, address any problems that were noticed with the whole class.
- Go over the answers with the whole class by having a few pairs volunteer their responses for each question.

C Practice activity

- Ask students to work in pairs to choose their phrases and then exchange them with another pair.

Self-Check Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Have students complete the Self-Check exercise on page 250.

- See Unit 2, Section 11, page 337 for the procedure.

7 We had a great time!

Introduction

This unit teaches students to describe weekend and free-time activities and vacations.

Note: This unit will take more than one two-hour class to complete. Each class should provide students with the opportunity to reflect on what they have learned and evaluate their progress. Classes that do not include the end-of-unit "Self-Check" exercise should conclude with the general Self-Check found on page 490. The instructions for how to use this exercise with students are on page 491.

Unit goals

- Explain to the class and write on the board that in this unit they will talk about past events (e.g. *I saw a good movie.*) and talk about free time and vacations (e.g. *How long were you away?*)

Pre-Task

1 Snapshot

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To introduce the theme of leisure time and present useful verbs for talking about free-time activities.

- Introduce the theme of leisure or free-time activities by brainstorming with the students which activities they usually do after work, or school, or in their free time. Write students' suggestions on the board. For example:

Daily leisure activities

| | |
|------------------------|----------------------|
| <i>exercise</i> | <i>read</i> |
| <i>watch TV</i> | <i>visit friends</i> |
| <i>listen to music</i> | <i>study</i> |
| | <i>English</i> |

- Hand out the *Snapshot on* page 251 and have students read the graph. Explain/elicit the meaning of any new words or expressions:

free time = the time when you aren't working or doing other duties

high school seniors = students in their last year of high school or secondary school

work around the house = do household chores

drive around = drive in a car for the fun of it, usually not going anywhere specific

- Ask students to read the instructions. For the third task, explain/elicit that the activities are to be ranked from 1 (the most interesting activity) to 8 (the least interesting activity).
- Give students a few minutes to work individually to complete the tasks. Go around the class and give help as needed.

- Put students into groups and have them share their answers. Have them discuss and decide on the three most interesting and the three least interesting activities in the graph and plan a report.
- Take up the answers in the following manner: a) Take a class poll (through a show of hands) of which activities students do every day, b) have the group spokesperson report their group's choices for the most interesting and least interesting activities. Ask the other students to listen for what are the favourite and least favourite activities for the whole class. Take up the answers with the whole class.

Pre-task

2 Listening Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To practice listening for specific information, to model the task in Section 3.

A

- Tell students that they will listen to a two part conversation on tape. Set the scene by explaining that Kate and Chris are talking about their weekend activities.
- Ask students to listen for the activities Chris and Kate talk about.
- Play part 1 of the audio program. Ask students to name the activities they heard and write them on the board.

B

- Tell students they will listen to the second part of the conversation. Ask them to read the questions on page 251 and listen for the answers.
- Play the second part of the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers

- 1) She met some friends from work (Cathy and Brenda) and they all went to a (great outdoor) concert, had dinner, and went dancing.
- 2) Nothing. He stayed home all day.

Audio script: Part 1 Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

CHRIS: So, what did you do this weekend, Kate?

KATE: Oh, Diane and I went for a drive in the country on Saturday.

CHRIS: That sounds nice. Where did you go?

KATE: We drove to the lake and had a picnic.

CHRIS: A picnic, eh. So what did you have to eat?

KATE: Oh, we had sandwiches, muffins, cold chicken, and beer.

CHRIS: Sounds great.

KATE: Yeah, we had a great time! How about you? Did you do anything special?

CHRIS: Not really. I just worked on my car all day.

KATE: That old thing! Why don't you just buy a new one?

CHRIS: But then what would I do every weekend?

Part 2 Source: K. Rooney, 1998

KATE: Did you do anything on Sunday, Chris?

CHRIS: No, I just stayed home all day. What about you?

KATE: I met some friends.

CHRIS: Oh, who did you meet?

KATE: Two friends from work, Cathy and Brenda.

CHRIS: Where did you go?

KATE: We went to a great outdoor concert.

CHRIS: Who did you see?

KATE: A jazz group called The Cranberries.

CHRIS: All right.

KATE: Then we had dinner and went dancing.

CHRIS: Wow! It sounds like you had a busy weekend!

KATE: Yeah, I guess I did.

3 Any Questions Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to practice the conversational skill of showing interest in what someone is saying by asking follow-up questions, 2) to give students practice in expressing themselves fluently using their own information.

Task: Group work

- Ask students to read the instructions on page 252 and then perform the example dialogue for the class with four students.

- Model the task further by asking a student what he or she did on the weekend and then asking a follow-up question. Elicit other possible follow-up questions until at least four have been asked.
- Put students into groups and have them do the task as modelled. Go around the room and observe students doing the task. Since this is a fluency activity, give help only if it is really needed.

Planning

- Assign the roles of secretary and spokesperson.
- Group members decide who had the most exciting or interesting weekend. Elicit/teach a few phrases groups could use in their reports (e.g. _____ *had the most exciting weekend. He ...; _____ had a very interesting weekend. First, she ...*).
- Group members work together to write their report. Then the spokesperson practises giving the report to his/her fellow group members. The other group members listen and then either approve the report as is, or suggest possible additions or ways to improve it.

Report

- The spokespersons give their groups' report. Others listen and ask any further questions they may have. Then have a whole class discussion on who they think had the most exciting or interesting weekend in the class.

4 Language focus: *Collocation* Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: 1) to highlight a specific feature of the kind of language used in the task in Section 3; 2) to practice making collocations.

- Ask students to read the instructions on page 252. Then go over the words above the chart and explain/ elicit the meanings of any new words (e.g. *laundry*).
- Model the task by working with the whole class to fill in the first blank.
- Ask students to work individually to match the words or phrases with the verbs in the chart. (Allow students to use their dictionaries if they find this task difficult). When students finish, have them compare answers with a partner.
- Take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | | | |
|------|-------------|-------------------|-------------|
| did | housework | the dishes | the laundry |
| went | swimming | dancing | shopping |
| had | a good time | a lot of fun | a party |
| saw | a movie | an art exhibition | a play |
| took | a day off | a vacancy | a trip |

B

- Present the task and read the example sentence aloud.
- Have students do the exercise individually. Then have students form small

groups and take turns reading their five sentences aloud.

- Go around the class while students are writing their sentences, check their work, and give help as needed.

5 Language focus: *Reduced forms of did you* Source:

Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: 1) to present the reduced form and blending of *did* with *you*, 2) to review talking about weekend activities.

A

- Refer students to the phonetic transcriptions above the sample sentences in part A on page 253. Read the two sentences to the class and have students listen for the reduced forms.
- Model the sentences and have students repeat. Call on individual students around the class to check their pronunciation of reduced forms.

B Pair work

- Ask students to read the instructions and the questions on page 253. Tell students to give detailed answers whenever possible and to ask follow-up questions to get more information. Model this by having students ask you one or two of the questions, giving a detailed response and then eliciting a couple of follow-up questions. Also, tell students they may make up an answer if they feel a question is too personal.

- Go around the class and give feedback on individual students' pronunciation and use of the reduced form of *did you*.

6 Seasonal and holiday activities

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: To generate vocabulary for the task in section 7.

A Pair work

- Work with a partner to describe what is happening in the pictures. Go around the class, check students' answers and give help as needed. Address problems that were noticed with the whole class.

7 Listening

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aims: 1) to model the task in section 7, 2) to practice listening for key information.

- Tell students they will listen to a tape. Ask them to read the instructions and the questions on page 255. Ask them to answer the questions.
- Play the audio program two or three times. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers

- 1) She said that she and her friend Joan flew to Paris on the Concorde. They visited the Eiffel Tower, the Palace at Versailles, and went swimming.
- 2) She had dinner at her boss's house and watched boring sports videos until midnight.

Audio script:

JIM: So what did you do on the weekend?

SHERRY: Well, on Saturday, Joan and I went to Paris for the day.

JIM: No kidding! Paris?

SHERRY: Yeah, we got up at 5:00 A.M. , took a taxi to the airport, and flew to Paris on the Concorde.

JIM: What time did you arrive in Paris?

SHERRY: We got there at 10:30, just in time to have brunch at a French cafe.

JIM: So what did you do?

SHERRY: Well, we visited the Eiffel Tower, the palace at Versailles, and went swimming at a beach.

JIM: All in one day?

SHERRY: Yeah, we flew home after dinner.

JIM: Come on. Did you really go to Paris?

SHERRY: No, I really went to my boss's house for dinner and watched boring sports videos until midnight. But I like to dream about being rich and taking wonderful weekend trips.

Task

8 Create an imaginary trip

Source: Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: To practice talking about activities that occurred in the past.

Preparation: Make extra copies of pages 255-257. Each student will need at least two copies of these pages.

A Pair work

- Ask students to read the instructions on page 255. Encourage them to follow Sherry's example and create a fanciful, imaginary day trip. Go over the examples in the chart and make sure partners understand that they are taking the imaginary trip together.

B Pair work

- Have students practice telling their story to each other.
- Go around the class while students practice telling their story. Make sure they include enough details. Again, give help only if really necessary.

C Pair work

- Go over the instructions and the chart on pages 256-257 and model the task with three other students. One student will pretend to be your partner, the other two will pretend to be partners. Demonstrate how you will take one member of the other pair off to one side and interview him or her and take notes while your partner takes the other member off to one side. Ask the student you are now

paired with the first few questions on the chart and have the student also ask you a few questions. Then, switch partners and briefly repeat the process.

- Make sure students understand that the object of the activity is to find differences in pairs' stories. Model an inconsistency in a story by giving an example (e.g. *Dave and Phil are partners. Phil said they had dinner at 5:00, Dave said they had dinner at 6:00*).
- Have students do the task. Go around the class and make sure students are doing the task properly. Again, give help only when really needed.
- When students finish, ask them if anyone interviewed a pair whose stories had no differences. Then, find out from different pairs what kinds of inconsistencies they found. Try and find out if there were any typical inconsistencies (e.g. inconsistencies involving times that activities began or finished).

9 Language focus: *Regular and irregular verbs* Source:

Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: To raise students' awareness of the differences between regular and irregular verbs.

A/B

- Ask students to read the sentences, circle the verbs and complete the chart on page 258. Go around the class and check students' answers while they work.

C/D

- Work with the whole class to answer questions. Elicit the answers and write them on the board.

Answers

C 1) the activities in the sentences occurred in the past. We know this because of the form of the verb.

2) They end in -ed.

3) The verbs in Column 1 are regular. The verbs in Column 2 are irregular.

D Regular verbs are formed by adding -ed.

9B A day in the life of Don Smith Source: Adapted by K. Rooney from *Main Street 2* (Viney et al., 1993)

- Model the task by eliciting a past tense sentence for the first picture and whether the verb is regular or irregular. Then ask students to complete the task individually and compare answers with a partner.
- Go around the class, check students' answers, and give help as needed. If necessary, check answers or address problems that were noticed with the whole class.

10 Language focus 2: *Past tense questions* Source:

Adapted by K. Rooney from *Bridge To Fluency: Speaking Book 1* (Gatbonton, 1994)

Aim: To raise students' awareness of the structure of past tense questions.

A

- Ask students to work individually to complete the chart.

B

- Work with the whole class to answer questions 1-4. Elicit the answers and write them on the board.

Answers

- 1) When we want a yes or no answer.
- 2) When we want an answer containing information.
- 3) simple or base form
- 4) *Did* is omitted.

C Pair work

- Model the exercise by working with the whole class to elicit questions for the first picture.
- Have students do the exercise. Go around the class, listen to students, and give help as needed. Address problems with the whole class.

11 Word Power

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To present vocabulary students may need for the task in Section 12.

- **Preparation:** Make three different word cards with four words on each card. Make enough copies for each student to have one card.

Vocabulary card words: *noisy, crowded, small, quiet, ugly, dirty, beautiful, busy, expensive, exciting, horrible, big.*

- Make sure students understand the meanings of *positive, negative, and neutral.*

A

- Put students into groups of three and have them fill in the chart. Go around the class, give hints and tell groups if they are right or wrong, but avoid simply giving them the answers. If there are words which some groups don't know the meaning of, or were unable to classify, take them up with the whole class and try to elicit the meaning from other students. If necessary, explain words to the class yourself.

Answers Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

| <i>Positive</i> | <i>Negative</i> | <i>Neutral</i> |
|-----------------|-----------------|----------------|
| beautiful | noisy | big |
| exciting | dirty | small |
| | horrible | quiet |
| | ugly | busy |
| | crowded | expensive |

B

- Ask groups to add other appropriate words to the lists.
- Go around the class while students add words to the lists, check their work, and give help as needed.

12 Listening Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: 1) to model the upcoming task in section 13, 2) to practice listening for key words and reasons.

- Tell students they will listen to a tape. Ask them to read the instructions and look at the chart on page 264.
- Ask students to listen and complete the chart. Point out to students that they don't have to write complete sentences for the "Reason(s)."
- Play the audio program two or three times. Have students compare answers

with a partner and then take up the answers with the whole class.

Answers Source: K. Rooney, 1998

| | <i>Vacation place</i> | <i>Enjoyed it?</i> | <i>Reason(s)</i> |
|---------|-----------------------|--------------------|---|
| Jason | Kyoto | Yes | beautiful place, enjoyed visiting temples, nice weather |
| Barbara | home | Yes | went to the gym every day, lost 3 kilos |

Audio script:

BARBARA: Jason! Hi! Welcome back. You were away last week, right?

JASON: Yeah, I was on vacation.

BARBARA: Where did you go?

JASON: I went to Kyoto, Japan.

BARBARA: Nice! How was it?

JASON: Oh, It was lovely, but very expensive.

BARBARA: What did you like most about it?

*JASON: Well, Kyoto's such a beautiful place. I really enjoyed visiting
the Buddhist temples. Also, the weather was pretty nice.*

BARBARA: Well, that sounds more exciting than my last vacation.

JASON: What did you do?

BARBARA: I just stayed home. I couldn't afford to take a trip anywhere.

JASON: Oh, that's too bad.

BARBARA: Oh, not really. I actually enjoyed my vacation. I went to the gym every day, and I lost three kilos

JASON: Well, that's great. Good for you!

13 Vacations

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To allow students to talk about themselves and to practice speaking fluently about past activities, in this case, vacations.

A

- Elicit questions from the students and write them on the board. Possible questions:

How long were you away?

Who did you go with? Were you with your family?

What did you do there?

How was the weather? How was the food?

Did you buy anything?

Do you want to go there again?

- With the class, do some quick brainstorming on the words *weather* and *food* and write their responses on the board for groups to use.

For example:

| | Weather | Food |
|--------------|-------------------------|------------------------|
| adjectives = | <i>rainy, sunny</i> | <i>good, delicious</i> |
| | <i>cool, warm, hot</i> | <i>bad, terrible</i> |
| | <i>dry, humid, wet</i> | <i>fine, terrific</i> |
| | <i>okay, nice, good</i> | <i>spicey, bland</i> |
| | <i>bad, horrible</i> | <i>unusual</i> |
| verbs = | <i>rained, snowed</i> | <i>cook, eat, buy</i> |

B Group work

- Ask students to read the instructions on page 265. Tell them to talk about their vacations and ask questions in the same manner as Jason and Barbara.

Remind students that they can ask any questions they want and do not have to restrict themselves to the questions generated in part A.

- Go around the class and listen to the discussions. Since this is a fluency task, give help only when really necessary.

C Planning and report

- Ask groups to decide which of their members had the most interesting or exciting vacation and assign the roles of spokesperson and secretary.
- Group members work together to plan their report. The spokespersons then practise giving their report to their fellow group members. The other group

members listen and then either approve the report as is, or suggest possible additions or ways to improve it.

- The group spokesperson for each group delivers his or her report. Other students listen for which vacation they think was the most interesting.

Encourage students to ask additional questions to show interest and get more information. After the reports, have a class discussion on which vacation students think was the most interesting.

14 Language focus: *Past tense of the verb "be"* Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To raise students' awareness of how the past tense is formed with the verb *be*.

A/B

- Ask students to read the sentences and complete the *Do you know the rules?* section.

- Have students check their answers with a partner. Take up the answers with the whole class.

C

- Have students complete the conversation. Go around the class, check students' answers, and give help as needed. Take up the answers with the whole class.

15 Optional activity: Chain Story: *A terrible day*

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: a) to give students a chance to have fun and be creative, b) to recycle past tense verbs.

A

Explain the task. Students are to work in groups to create a chain story about a terrible day. One student begins the story by thinking of an opening sentence. All the group members then take turns adding one additional sentence to the story until they feel it reaches a logical conclusion. Model this with the whole class by giving them an opening sentence and then inviting volunteers to add additional sentences. For example:

T: Yesterday, we went to the beach.

S1: There was no sun.

S2: And it rained all day

S3: We went to a restaurant to eat.

S:4 The food was terrible.

- Tell students they can try creating more than one story. They can create different stories from the same opening sentence or different stories from different opening sentences. Tell them that they will have to tell their best story to the class. Also tell the students that if any of their group members have difficulty coming up with a sentence when it is their turn they should help them come up with a sentence rather than allowing him/her to miss their turn.

- Give students five to seven minutes to come up with a good story and, if necessary, another couple of minutes to practice before having to tell their story to the class. Then have each group tell their best story. They tell their story with each student taking a turn and adding the sentences they contributed.
- Ask students to listen to the stories and discuss which group had the best story.

16 Reading: Vacation Postcards

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aims: To practice skimming for main ideas and making inferences.

- With the whole class, have students cover the texts of the three postcards on page 267 and look at the three pictures of vacation places - Egypt, Hawaii, and Alaska. Ask the pre-reading question "*What do you think each person did on his or her vacation?*" and elicit answers.

A

- Go over the task. Students should read the two statements about Margaret and then read Margaret's postcard to check if each statement is true or false. They then repeat the process for Sue and Kevin. To encourage students to skim, set a time limit of about a minute and a half to two minutes for checking the boxes.
- Have students compare their answers with a partner. Then take up the

answers with the whole class.

- Have students read the postcards again and mark any words whose meaning they can't guess from the context. Elicit students' questions about any words they marked. If possible, have other students explain the word or give a synonym for it. If not, explain the word yourself.

B Group work

- Put students into groups. Ask them to take turns asking and answering each question. Go around the class and give help as needed.
- To check answers, have groups share their responses with the rest of the class.

C Language focus: *Discourse markers* Source: K. Rooney, 1998

- Discourse markers are words such as *first* and *also* which are used to connect sentences and provide cohesion.
- After students locate and mark the words in the postcards, have them work with a partner, or the other students sitting at their table, to try and match the words with the definitions.
- Go around the class, check students' answers, give hints and tell them if they are right or wrong with any of their choices, but avoid simply giving them the answers before taking them up with the whole class.

Answers

- 1) also
- 2) then
- 3) now
- 4) just
- 5) but

- Brainstorm other discourse markers with students. Example possibilities: *first, next, after that.*

D

- Ask students to read the postcard without paying attention to the blanks.
- Elicit or explain any new words. For example:

Harrods = a famous department store in London

The Mousetrap = a long-running mystery play by Agatha Christie

"Guess what!" = an expression used to announce something surprising

Buckingham Palace = the official residence of the British Queen

"Love" = a common way of ending postcards or letters to relatives and close friends

- Ask students to work individually in filling in the blanks and then compare their answers with a partner. Go around the class and check students' answers while they work. Again, provide help by giving them hints, but try to allow them to figure out the answers for themselves. Take up the answers with the whole class when they finish.

Task

E Writing Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To write a short narrative while using past tense verbs and discourse markers.

- Go over the task. Tell students to use the questions from section 13 to help make notes on the topic.
- Elicit/teach other ways of ending a postcard. For example: *"Bye!" "See you soon!" "Take care!" "Wish you were here!"* and write them on the board.
- Have students use their notes to write first drafts. Go around the class and check students' work. Then have students revise their drafts and write their good copy on the blank postcard.
- Pair students with partners who were not in their group when they did section 13. Pairs exchange postcards and read about each other's vacations. Encourage students to ask any further questions they may have after reading their partner's postcard.

17 Conversational expressions

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

Aim: To generate English expressions that can be used for greetings, saying

goodbye, saying you do not understand, and making small talk.

- Ask students what kinds of things people often talk about when they meet someone they know on the street, in a store, etc.

Possible answers Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

work, family, school, personal interests, last weekend's activities, activities planned for the coming weekend, holiday/vacation activities

- Point out that to have this kind of conversation, one has to know how to greet someone, keep a conversation going for at least a short period of time, and how to say goodbye.

A Pair work

- Provide one copy of the task on page 270 for each pair
- Model the task by doing the first expression (*Sorry?*) with the whole class.
- Ask students to go over the remaining expressions in pairs. Make sure students understand that they are to check *yes* for an expression only if both partners understand what it is used for.
- Write the three situations in part B on the board. Take up the answers by eliciting which situation each of the expressions are used in and writing them under the correct heading.

B Pair work

- Ask students to work in pairs to add expressions they use in these situations. When students finish, elicit answers from around the class and add them to the list on the board. Have students write them in their notebooks.

18 Listening Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To practice listening for phrases used in making "small talk".

A

- Tell students they will listen to a tape. Ask them to read the instructions and the responses on page 270.
- Ask them to listen and check the correct responses.
- Play the audio program. Have students compare answers with a partner and then take up the answers with the whole class.

Audio script

- 1) *MAN: Well, nice talking to you.*
- 2) *WOMAN: How's the family?*
- 3) *WOMAN: How's everything?*
- 4) *MAN: How's school going?*

B

- Play the audio program again. Have students check their responses. Take up

the answers with the whole class when finished.

Answers

- 1) Yeah, see you later.
- 2) They are fine, thanks.
- 3) Okay, thanks.
- 4) Great, thanks

19 Small talk

Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To practice the basic conversation skills of opening a conversation, making small talk, and ending a conversation.

A

- Set the scene by telling students they are going to listen to a brief conversation between two people who accidentally meet.
- Play the audio program and ask students to listen.

Audio script

A: Hi! How have you been?

B: Fine, thanks. And you?

A: Pretty good. How's the family?

B: Just fine. And how's work?

A: Good. Very busy.

B: Yeah, me too. So, are you still playing golf every weekend?

A: *Oh yeah, every weekend. How about you?*

B: *Oh, I still play. Well, talk to you later.*

A: *Yeah, bye!*

B: *Bye!*

- Ask students if anyone knows what we call this kind of conversation. Give them a written prompt, e.g. *sm_ _ _ talk*.

B

- Ask students to listen again and write down examples of small talk.
- Play the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Possible answers

How's work?, How have you been?, How's the family?, Are you still playing golf every weekend?

Class activity

- Tell students that they will practice having conversations involving small talk.
- Model the activity by engaging in small talk with one or two students.
- Have students assemble in the open half of the room and do the task. Go around the room and provide help as needed.
- When students finish, introduce the learning strategy of *memorizing conversational patterns and expressions*: learning phrases to start

conversations, keep them going, and to end conversations. Write this on the board and have students write it in their notebooks. Elicit/explain that there are formulaic phrases that are used in certain situations and that the only way to learn them is to memorize them.

20 Self-Check Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- Have students complete the Self-Check exercise on page 272.
- See Unit 2, Section 11, page 337 for the procedure.

Review of Units 5-7

1 Listening: TV Game Show Source: Adapted by K. Rooney from *Interchange 1* (Richards et al., 1990)

Aim: To review listening for likes and dislikes. The task is based on a popular American TV game show called *The Dating Game*.

- Ask students if anyone has ever watched the TV game show *The Dating Game*. If any students are familiar with the show, ask them to try and explain how the game works. If no students are familiar with the show, explain how the game works yourself. A man or woman asks questions to three members of the opposite sex and chooses to have a date with one of them based on how many interests they have in common.

- Tell students that they will listen to a tape of people playing the dating game.
- Ask students to read the instructions and look at the chart on page 273.

Point out that students need to write only one- or two-word answers to complete the task. Ask them to listen and complete the chart.

- Play the tape a couple of times and have students complete the task. Have students compare their answers with a partner and then take up the answers with the whole class.

Audio script Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

HOSTESS: Welcome to Who's My Date! Today Linda is going to meet Bill, John, and Tony. So, let's start with the first question ... on music. Bill what kind of music do you like?

BILL: Oh, classical music.

HOSTESS: Classical, okay. And how about you, John?

JOHN: Well, I like jazz.

HOSTESS: And you, Tony?

TONY: My favourite music is rock.

HOSTESS: How about you, Linda?

LINDA: Well, I like pop music. I don't like jazz or classical music very much.

HOSTESS: Okay. Now let's talk about movies. Bill, what kind of movies do you like?

BILL: I like thrillers.

HOSTESS: And how about you, John?

JOHN: Oh, I like westerns.

HOSTESS: Westerns are good. And how about you, Tony?

TONY: I love horror films.

HOSTESS: And what about you Linda?

LINDA: I really like horror films, too.

HOSTESS: And now for question number three. Let's talk about TV programs. Bill, what kind of TV programs do you like?

BILL: Well, I like to watch TV news programs.

HOSTESS: John?

JOHN: Uh, well, you know, I really like TV talk shows.

HOSTESS: And Tony, how about you?

TONY: I like TV game shows a lot.

HOSTESS: And Linda, what do you like?

LINDA: Well, I like TV talk shows and game shows.

HOSTESS: OK! Now who do you think is the best date for Linda?

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | <i>Music</i> | <i>Movies</i> | <i>TV programs</i> |
|-------|--------------|---------------|------------------------------|
| Bill | classical | thrillers | news programs |
| John | jazz | westerns | talk shows |
| Tony | rock | horror films | game shows |
| Linda | pop | horror films | talk shows and game shows |

Possible answer

Tony is the best date for Linda because:

- 1) He and Linda like horror films and game shows.]
- 2) Linda never disagreed with something that Tony liked. However, she directly disagreed with both Bill and John on music (she said she didn't like classical or jazz.

• If any students think that Bill or John is a better date for Linda, have a short discussion and ask for their reasons.

2 What an invitation! What an excuse! Source:

Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To review making, accepting, and refusing invitations.

Preparation: each student will need six blank cards for this task (these can be index cards or simply pieces of paper cut to the same size (about 3" x 5").

A

- Go over the task on page 274 and the three examples in the student book.

Tell students to look at the picture. Ask *Which invitation matches his situation?*

(Answer: the first one). Elicit suggestions for similar kinds of invitations.

Encourage students to think up invitations to interesting, funny, or unusual events or social activities.

- Have students write out their three invitations - one invitation per card (tell students they don't need to write their name on their cards). Go around the class and give help as needed.

B

- Before students prepare responses, go over the examples. Explain they should write one acceptance and two refusals - one per card.
- Elicit suggestions for other ways of accepting an invitation. elicit that there should be both an expression of interest or a direct acceptance along with a question about time, day, or place to meet.

- Go over the refusal cards in the same way. Encourage students to suggest silly or unusual reasons for refusing an invitation.
- Tell students to look at the picture of the young girl holding the birdcage. Ask *Which of the refusals matches her situation?* (Answer: the first one).
- Have students write their three response cards (again, there is no need for students to write their names on their cards). Go around the class and give help as needed.

C Class activity

- Ask students to read the instructions on page 274. Then model the task by collecting the students' invitation cards and putting them face down in one pile. Do the same for the response cards and put them in another separate pile.
- Mix the cards in the invitations pile and put them face down on a desk at the front of the class. Then mix the response pile in the same way, placing this deck on a separate desk.
- Ask each student to come up and take three invitation and three response cards - for a total of six cards. Tell them to sit down for a few minutes and read the cards they took (Note: if any student got three refusal cards, find out which student or students have more than one acceptance card. Then help them switch cards so that each student ends up having one acceptance and two refusal cards to use as responses during the activity).

- Borrow a set of cards from one student and model the task with another student or two. Make sure students understand they are to give honest answers to the invitations. Tell students the object of the game is to get as many acceptances as they can before the teacher tells them to stop (Give students about ten minutes).

- Now tell students to stand up and walk around the class. They should take turns extending and responding to other people's invitations while using their six cards. Go around the class and give help only if there seems to be a real breakdown in communication. After ten minutes are up, find out whose invitations received the most acceptances.

3 Listening

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: 1) to review listening for specific times and events, 2) to practice making inferences.

A

- Tell students they will listen to a tape. Ask students to read the instructions and look at the pictures on page 275. Make sure students know the meaning of *true* and *false* and that if the pictures and Frankie's answers are the same, they should circle T for true; if the picture and Frankie's answers are different, they should circle F for false.

- Ask students to listen to the tape and circle T or F.

- Play the audio program. Have students compare their answers with a partner and then take up the answers with the whole class.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

1:00 P.M. T 3:00 P.M. T 5:00 T
6:00 P.M. T 8:00 P.M. F 10:30 F

B Pair work

- Go over the questions. Then students work in pairs to use the pictures to answer the questions.

Answers Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

- 1) He went out after he cleaned the house.
- 2) He went to the house that was robbed.
- 3) He came home at 10:30 P.M.

Audio script Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

DOBBS: How was your weekend?

FRANKIE: Oh it's you Detective Dobbs. My weekend? What do you want to know about it?

DOBB: Now just tell the truth. What did you do at 1:00 P.M. on Saturday?

FRANKIE: Ah ... 1:00 P.M. ... on Saturday? Well, oh, I remember! I watched a baseball game on TV. Yeah. The Expos won, 4-0. It was a great game.

DOBBS: Okay ... okay. What did you do at 3:00 P.M.?

FRANKIE: Ah ... at 3:00 P.M.? Ah, yeah. I went to my karate class like I always do.

DOBBS: Karate, huh? Well, well ... Okay. And what did you do on Saturday at 5:00 P.M?

FRANKIE: Ah, yeah, ah, after karate, I visited some old friends of mine, Tom and Mary Kent on Front Street.

DOBBS: Yeah, Tom and Mary Kent. We'll talk to them. Now Frankie, 6:00 P.M. Where were you at 6:00 P.M.?

FRANKIE: Ooh, Gee ... at 6:00 P.M.? Well, I went home at 6:00 ... yeah ... to clean the house.

DOBBS: Yeah, yeah, so you cleaned the house. Now listen carefully, Frankie. What did you do at 8:00 P.M. on Saturday night?

FRANKIE: Gee ... at 8:00 P.M. Oh ... oh yeah ... I remember. I watched a terrific movie on TV. Yeah. It was great.

DOBBS: Oh, you watched a movie on TV, did you? What was the name of the movie?

FRANKIE: The movie. The name of the movie? Uh, let me think a minute... it was a fantastic movie.

DOBBS: Really.

FRANKIE: No, wait! I remember ... it was ah ... well, it was exciting ...

DOBBS: Okay, Frankie.

FRANKIE: And I clearly remember that I went to bed at 10:30, uh, exactly. Yeah, I watched the movie and I went to bed right after ... ahem ... the movie. Yeah, boy was I tired ... a long day, like I said.

DOBBS: Interesting. Very interesting, Frankie. Come on Frankie, let's go to the police station.

FRANKIE: *The police station? Me? Why me? I was at home on Saturday.*

DOBBS: *Sure Frankie, sure.*

4 What can you remember?

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To review the past tense as students talk about what they did yesterday.

A

- Go over the instructions on page 275. Then ask students for questions they would like to ask their classmates about what they did yesterday. Elicit about five yes/no questions and five wh- questions (all in the past tense) and write them on the board. Tell students they don't have to write the questions down. They already have a number of examples of similar questions from Unit 7.

Possible questions Source: Borrowed by K. Rooney from *New Interchange 1* (Richards et al., 1997)

| | |
|--|--|
| <i>What time did you get up yesterday?</i> | <i>Were you late for work?</i> |
| <i>What did you wear?</i> | <i>Did you meet anyone interesting?</i> |
| <i>How many phone calls did you make?</i> | <i>Did you drive or take the bus anywhere?</i> |
| <i>How much money did you spend?</i> | <i>Did you buy anything?</i> |
| <i>What time did you go to sleep?</i> | <i>Did you watch TV?</i> |
| <i>What did you do after dinner?</i> | <i>Did you do any exercise?</i> |

- Model how to ask appropriate follow-up questions and give extended answers to the questions by having students ask you some of the questions. For

example:

S1: What time did you get up yesterday?

T: Well, my alarm went off at 6:00 o'clock and I turned it off. Then I listened to the morning news on the radio for thirty minutes.

What follow-up questions could you ask here?

S2: What radio station did you listen to?

T: Good! I listn to CKEY.

S3: What did you were to school?

T: Let me think ... oh, yes, I wore (naming at least four items of clothing of accessories.

S4: Were you late for class?

T: No, I wasn't. I arrived ten minutes early. I had a cup of coffee and chatted with ...

- Put students into pairs and have them take turns asking their partner questions about what they did yesterday. Make sure they understand they can ask any questions they want and not just the ones on the board. Go around the class and give help as needed, noting any incorrect past tense forms. Set a time limit of about five minutes.

- When students finish, write some questions and answers on the board that the class generally had trouble with. Then ask students to help correct them.

B Group work

- Rearrange students into new groups of four. Explain the task. Ask students to ask as many questions as possible about what others in their group did

yesterday. Tell groups to keep score of how many questions each person asks.

- Erase the questions from the board (and have students close their books if they wrote any of the questions down) and have the students do the task for about five minutes. Then find out which student asked the most questions in each group. Who asked the most questions in the whole class?

5 Do you dance?

Source: Adapted by K. Rooney from *New Interchange 1* (Richards et al., 1997)

Aim: To review asking questions with *do*, *how often*, and *how well*.

A Class activity

- Ask students to read the instructions on page 276. Then model the A-B dialogue with a few student volunteers; try to get detailed responses from them.
- Set a time limit of about ten minutes. Have students stand up and take turns interviewing one another.
- Go around the class and observe any difficulties students may be having. At the end, make some general observations to the whole class on any common problems students had with grammar or pronunciation or intonation.

B Group work

- Put students into small groups. Have students use their charts and take turns sharing what they found out about one another.

Self-Check

1) Write down three words you learned tonight.

2) Write down two new sentences or questions you learned.

Lesson Self-Check

Source: Adapted by K. Rooney from *Atlas 2* (Nunan, 1995)

- **Aim:** To allow students to reflect on the lesson and evaluate their progress.
- Encourage students to try and think of new words and sentences they have learned without looking back at their worksheets. But allow them to use their worksheets if necessary.
- Allow about five minutes for this. If necessary, students can be asked to complete this exercise for homework.

Appendix 3

This appendix contains materials referred to in Chapter 3 but not included in Appendix 1: Student Book.

Figure 1: Interchange 1, Unit 1, Section 9, p. 6

9 CONVERSATION

1 Listen.

Giovanni: Hello.
 Vera: Hi.
 Giovanni: Excuse me. Are you from Italy?
 Vera: No, I'm from Brazil.
 Giovanni: Oh? What city are you from?
 Vera: I'm from São Paulo.
 Giovanni: Oh, really? By the way, my name's Giovanni.
 Vera: Hi, I'm Vera.
 Giovanni: Are you on vacation here?
 Vera: No, I'm not. I'm studying English.



2 Now listen to the rest of the conversation. Who says these things?
 Write **V** for Vera and **G** for Giovanni.

| | |
|---------------------------|-----------------------|
| I'm not married. | I'm not free tonight. |
| I'm staying with friends. | How about tomorrow? |
| I'm here with my sister. | |

Figure 2: Interchange 1, Unit 1, Section 10, p. 7

10 GRAMMAR FOCUS: Yes/No questions with *be*

| | |
|---------------------|--|
| Are you from Italy? | No, I'm not. I am from Brazil. |
| Are you a student? | Yes, I am. |
| Is Paul a writer? | Yes, he is. |
| Is Carol French? | No, she isn't. She is Canadian. |

1 Complete these conversations. Then practice them.

A: _____ you from the United States?
 B: Yes, I _____ . I'm from Chicago.

A: _____ Rosa from Chile?
 B: No, she _____ . She's from Argentina.

A: Is George Michael an actor?
 B: No, he _____ . He _____ a singer.

A: Are _____ in English 101?
 B: No, I'm _____ . I'm in English 102.

2 Now write five questions like these about classmates or famous people. Then ask your questions in groups.

Figure 3: Interchange 1, Unit 1, Section 11, p. 7

11 CONVERSATION: Saying goodbye 🗣️

1 Listen and practice.

A: Goodbye. See you tomorrow.

B: See you. Take it easy.

A: Bye! See you later!

B: Yeah, bye!

A: Goodbye.

B: Bye-bye. See you on Wednesday.

A: Goodbye. Have a nice evening.

B: Thanks. You, too!

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

2 *Class activity* Take turns. Close your books and practice saying goodbye.

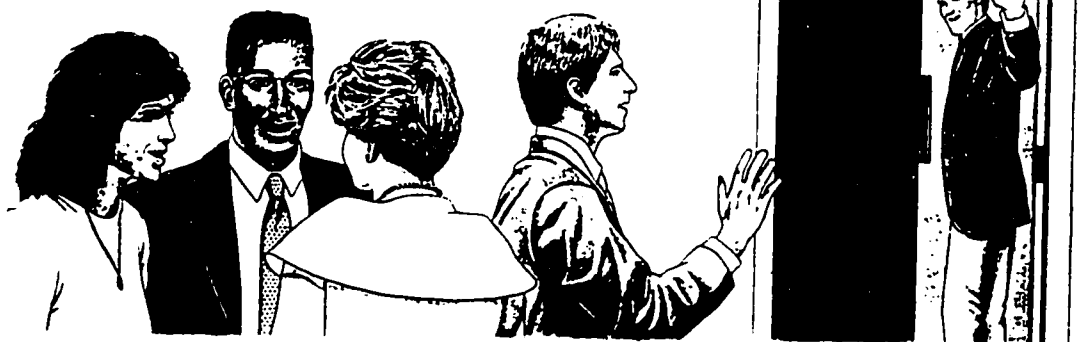
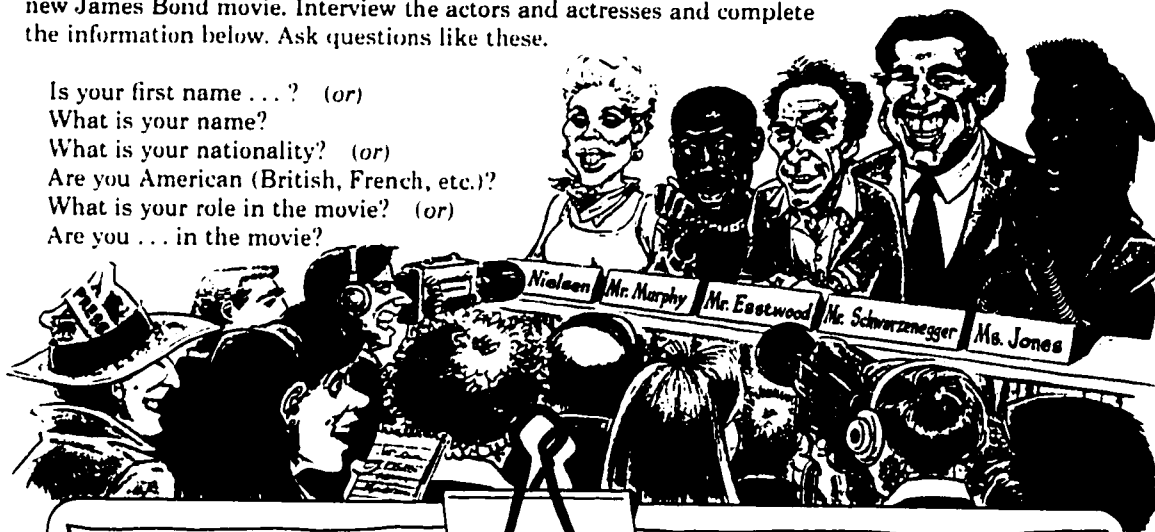


Figure 4: Interchange 1, "Interchange 1: Press Conference", pp. 106 and 108

Interchange 1 Press conference – GROUP A

Class activity You are reporters at a Hollywood press conference for a new James Bond movie. Interview the actors and actresses and complete the information below. Ask questions like these.

Is your first name . . . ? (or)
 What is your name?
 What is your nationality? (or)
 Are you American (British, French, etc.)?
 What is your role in the movie? (or)
 Are you . . . in the movie?



NAME: *Clint*
 NATIONALITY: _____
 MOVIE ROLE: _____

NAME: *David*
 NATIONALITY: _____
 MOVIE ROLE: _____

NAME: _____
 NATIONALITY: *Austrian*
 MOVIE ROLE: _____

NAME: *Elizabeth*
 NATIONALITY: _____
 MOVIE ROLE: _____

NAME: _____
 NATIONALITY: _____
 MOVIE ROLE: *British Secret Agent*

NAME: *Chase*
 NATIONALITY: _____
 MOVIE ROLE: _____

NAME: _____
 NATIONALITY: _____
 MOVIE ROLE: *Girlfriend #3*

NAME: _____
 NATIONALITY: _____
 MOVIE ROLE: *James Bond's Boss*

NAME: *Murphy*
 NATIONALITY: _____
 MOVIE ROLE: _____

NAME: _____
 NATIONALITY: *Swedish*
 MOVIE ROLE: _____

NAME: _____
 NATIONALITY: _____
 MOVIE ROLE: *Head of the C.I.A.*

Interchange 1

Class activity You are actors and actresses in a new James Bond movie. You are at a Hollywood press conference. Choose one of the roles below and answer the reporters' questions.



Name: Clint Eastwood
Nationality: American
Movie Role: James Bond

Name: Eddie Murphy
Nationality: American
Movie Role: American Spy

Name: Grace Jones
Nationality: British
Movie Role: Girlfriend #3

Name: Peter O'Toole
Nationality: British
Movie Role: James Bond's Boss

Name: Vanessa Redgrave
Nationality: British
Movie Role: British Secret Agent

Name: Chevy Chase
Nationality: American
Movie Role: Head of the Secret Police

Name: David Bowie
Nationality: British
Movie Role: James Bond's Secretary

Name: Brigitte Nielsen
Nationality: Swedish
Movie Role: Girlfriend #1

Name: Arnold Schwarzenegger
Nationality: Austrian
Movie Role: Enemy Spy

Name: Bette Midler
Nationality: American
Movie Role: Head of the CIA

Name: Elizabeth Taylor
Nationality: American
Movie Role: Girlfriend #2

Figure 5: Interchange 1, Unit 1, Section 5, p. 4

5 GRAMMAR FOCUS: Wh-questions with *be*

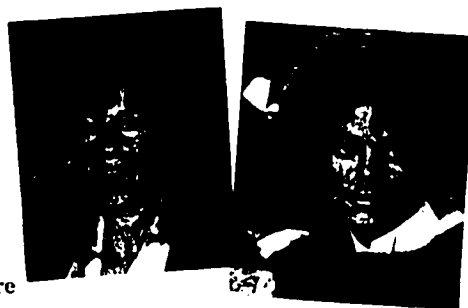
What is your name? My name is **Chuck**.
Where are you from? I am from **Texas**.
What is her name? Her name is **Noriko**.
Where is she from? She is from **Japan**.
What are their names? Their names are **Ken and Pat**.
Where are they from? They are from **Ireland**.

Personal pronouns

| | |
|------|-------|
| I | my |
| you | your |
| he | his |
| she | her |
| it | its |
| we | our |
| you | your |
| they | their |

1 Complete these conversations.

A: What is name?
 B: His name Seiji Ozawa.
 a conductor.
 A: Where he from?
 B: from Japan.
 A: is name?
 B: name Catherine Deneuve.
 She an actress.
 A: is from?
 B: She from France.
 A: are names?
 B: Their names are Barbra Streisand and Michael
 Jackson. are singers.
 A: Where are from?
 B: They the United States.



2 Now practice the conversations. Use these contractions.

what is = **what's** he is = **he's** they are = **they're**
 where is = **where's** she is = **she's**

3 Pair work Take turns and talk about these famous people. Choose names from the box.



Sylvester Stallone
 Yoko Ono
 Charles and Diana,
 Prince and Princess
 of Wales
 Dolly Parton
 Bishop Desmond Tutu

Figure 6: Atlas 2, Unit 1, Task Chain 1, pp. 10-11



Conversation



Conversation



Conversation

Task 1

- Look at the people in the pictures. Where are they? In a train station? At an airport? How do you know?
- Listen to conversations 1, 2, and 3. Write the number of each conversation under the picture that illustrates it.
- What happened to Mike's bag?

Task 2

- Check [✓] the words or phrases you know. Compare your checklist with another student's list.

| | |
|-------------------------------------|---|
| <input type="checkbox"/> Last name | <input type="checkbox"/> Telephone number |
| <input type="checkbox"/> First name | <input type="checkbox"/> Date of birth |
| <input type="checkbox"/> Address | <input type="checkbox"/> Occupation |
- Mike is talking to a police officer. Listen to the conversation. Look at the list above and circle the words you hear.

Task 3

- Listen to the conversation again and then fill out the form below.

California State Police

San Francisco International Airport

Mon.-Fri. 10 a.m.-1 p.m. 2 p.m.-5 p.m.

Incident #: _____

Date: _____

Incident Report

Name: _____

Address: _____
(Street) (City) (State)

Telephone: _____

Date of Birth: _____

Occupation: _____

Problem: black travel bag missing

Dear Mike,
 Hello from San Francisco. I told
 your brother that I can pick you
 up at the airport on Sunday.
 Let's meet at your boarding gate.
 I'm twenty years old. I'm short
 and I have red hair and green
 eyes. Your brother says you are
 tall and have dark hair and blue
 eyes. I guess we won't have
 any trouble finding each other.
 Sincerely,
 Marcia de Beridino

Mr. M. Froda
 1600 25th Street
 Chicago, IL 60606



LEARNING STRATEGY

Classifying = putting
 similar things together
 in groups.

Task 4

Someone Mike does not know is meeting him at the airport. Read
 this postcard and circle the words that describe people.

Put the color, age, and size words from the postcard in the
 correct columns.

| COLOR | AGE | SIZE |
|-------|-----|------|
| | | |



Task 5

"I'm twenty-one. I'm short and heavy. I have dark curly hair, blue
 eyes, and very big ears. My friends call me Shorty, but you can call
 me Dave."

Pair Work Now write some sentences about yourself. Exchange papers
 with your partner.

Task 6

Pair Work Marcia meets Mike and takes him to a party. Look at the
 photograph on page 9 and find Marcia and Mike.

Task 7

Group Work Discussion. Different cultures describe people in different
 ways. In North America, people use size, weight, eye and hair color,
 age. How do you describe people in your culture?

Figure 7: Collins Cobuild English Course Level 1, Unit 2, Section 18, p. 11

Unit 2

I've got one sister called Rosemary

Biggest family in the world
Feodor Vassilyev (1707-82), from Shuya, 150 miles east of Moscow, and his first wife: 69 children

Biggest family in Great Britain
Elizabeth, wife of John Mott, married in 1676, of Monks Kirby, Warwickshire had 42 children. She died in 1720

Great Britain's champion mothers of today are Mrs Margaret McNaught (b. 1921) of Birmingham (12 boys and 10 girls), and Mrs Mabel Constable (b. 1920) of Long Itchington, Warwickshire, who has also had 22 children

18 Families and family trees

Think of someone you know. What do you know about their family?
Which of these sentences are true?

_____ has got

- one brother
- a brother and a sister
- just one sister
- no brothers or sisters
- a sister and two brothers
- a brother and two sisters
- two sisters
- two brothers
- a lot of brothers
- a lot of sisters
- a lot of brothers and sisters

_____ isn't married

- is married and has two children
- is married but has no children
- is married and has one child
- is married and has three children
- is married and has more than three children

Look at the photographs above. Whose family trees are these?

Anthony + Jill

```

graph TD
    AnthonyJill[Anthony + Jill] --- Stephen
    AnthonyJill --- Alice
        
```

Ernesto + Carmen

```

graph TD
    ErnestoCarmen[Ernesto + Carmen] --- MariaJesus[Maria Jesus]
    ErnestoCarmen --- Consuela
    ErnestoCarmen --- Dolores
    ErnestoCarmen --- Sarita
    MariaJesus --- Jorge
    MariaJesus --- Alberto
    Consuela --- Julia
    Consuela --- Javier
    Consuela --- AnnaMaria[Anna Maria]
    Dolores --- Maika
    Dolores --- Carmen
        
```

Figure 8: Interchange 1, Unit 6, Sections 8-11 pp. 37-38

8 CONVERSATION

Listen and practice.

Cathy: What great muscles, Pedro! Do you work out in a gym?

Pedro: Yeah, I do.

Cathy: How often do you work out?

Pedro: Every day after work. You're in pretty good shape, too, Cathy.

Cathy: Thanks. I take an aerobics class twice a week.

Pedro: Good for you! Hey! Race you to McDonald's for a chocolate milkshake!

Cathy: OK!



9 PRONUNCIATION: Reduced form of *do*

1 Listen to how *do you* is reduced in these sentences.

How often *do you* work out?

/daɪə/

Where *do you* work out?

/daɪə/

2 Practice these sentences using the reduced form of *do you*.

How often do you play golf?

How often do you exercise?

10 GRAMMAR FOCUS: Adverbs of frequency (2)

How often do you exercise?

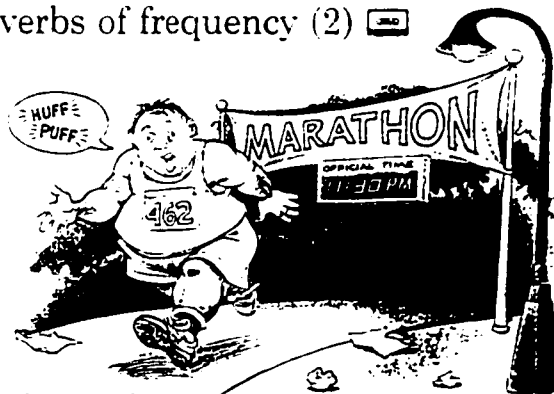
I go to the gym **every day**.

I jog about **once a week**.

I play tennis **twice a month**.

About **three times a year**!

I don't exercise **very much/very often**.



1 Write answers to these questions.

a) How often do you exercise?

b) Do you jog or run?

c) Do you work out in a gym?

d) How often do you go swimming?

e) Do you play tennis?

f) What other sports do you play?

g) What other exercise do you get?

How often?

2 Pair work Take turns asking the questions. Use the reduced form of *do you*.

11 LISTENING

Listen to people asking questions about sports and exercise, and choose the correct responses.

- | | |
|-----------------------------|-------------------------------|
| a) I don't usually do much. | d) Yes, once or twice a year. |
| Yes, I usually do. | How often do you go? |
| b) No, I often do. | e) I play tennis and I swim. |
| Well, I sometimes do. | About twice a month. |
| c) Yes, I do. | f) Yes, I often do. |
| About twice a week. | Golf. |

38

Figure 9: Interchange 1, "Interchange 6: Leisure Survey", p. 107

Interchange 6 Leisure survey

1 Interview five people in your class and complete the survey below.

| LEISURE ACTIVITIES SURVEY | | | |
|---|--|--|---|
| 1. How often do you... <div style="display: flex; justify-content: space-around;"> About once a week About once a month About once a year </div> go to a movie? eat out? go to the library? go to a museum? go to a sports event? go to a concert? go to a disco? | | | 3. What kinds of exercise do you do? do aerobics take a dance class go to a disco work out in a gym work out at home go hiking or backpacking walk go rock climbing work in the garden or yard do calisthenics other: |
| 2. What kinds of sports do you play? <div style="display: flex; justify-content: space-around;"> <div> jog or run cycle bowl ski swim </div> <div> play tennis play basketball play soccer play golf play baseball </div> <div> play handball play volleyball do karate do other martial arts other </div> </div> | | | |

2 *Class activity* What are the three most popular leisure activities, sports, and exercises in the class?

Figure 10: Bridge To Fluency, Module 1, p. 17

SENTENCES LIKELY TO BE USED IN THIS MODULE

TO ASK PEOPLE ABOUT THEMSELVES

Age

How old are you? I am ____ years old.

Are you younger than she is? I think I am older. I think I am younger. I don't think I am younger. I think I may be older.

Marital Status

Are you married? I'm married. I'm not married. I am single.

Have you been married a long time?
I have been married for two years.

Number of Children

How many children do you have? I have no children. I don't have any children. I have two children.

Country of Origin

Where are you from? I am from Venezuela. I am originally from the Philippines.

How long have you been here? I have been here for two years.

Citizenship

Are you a landed immigrant? Are you a Canadian citizen? No, I'm not. I'm a visitor. I'm a refugee. I am waiting for my papers. Yes, I am a landed immigrant. I am about to become a citizen. I have applied for my citizenship papers. I am a citizen.

Native Language

What language do you speak at home? What is your native language? What other languages do you speak? I speak Spanish.

Do you speak French? I don't speak French at all. I speak French just a little bit.

Occupation

What do you do? I'm a teacher. I work as an engineer.

TO TALK ABOUT OTHERS

Age

How old is she? She is ____ years old.

Is she the youngest (oldest)? Is she older (younger) than ...? She is the oldest (youngest). She is not the oldest (youngest). She is (slightly) older (younger). She is as old as I am.

Marital Status

Is he married? I think he is married. I don't think he is married. He is single. He is divorced.

Number of Children

How many children does she have? She has no children. She has one child. She has two (three, four, etc) children.

Country of Origin

What country is he from? He is from Peru.

How long has she been in Canada? She has been here for two years. She has been here since ____.

Citizenship

Is he a landed immigrant? No, he's not. He's a visitor. He is a refugee. Yes, he is. He is a landed immigrant. He is about to become a citizen. He's waiting for his papers. He is a Canadian citizen.

Native Language

What language does she speak? She speaks Spanish.

What other languages does she speak? She speaks French and Spanish. She knows a bit of Chinese.

Does she speak French? I think she does. I don't think she does. I am not sure.

Occupation

What does she do? She works as a teacher. She is a secretary.

Physical Appearance

What is the colour of his hair? What colour hair does he have? His hair is black. He has black hair.

What colour are his eyes? He has black eyes. His eyes are black.

What does he look like? Is he tall? Yes, he is tall. No, he is short. He looks heavy. He looks slender. He is of average height. He is the same height as I. He is as tall as I am.

Figure 11: Interchange 1, p. iv

| Plan of Book 1 | | | |
|----------------------------|--|---|---|
| | Topics | Functions | Grammar/Pronunciation |
| UNIT 1 | Topics Greetings; names; occupations; countries; nationalities; spelling | Functions Introducing oneself; asking for personal information; greeting people; saying goodbye | Grammar Present tense statements with <i>be</i> ; Wh- and Yes. No questions with <i>be</i> |
| UNIT 2 | Topics Greetings; occupations and workplaces; numbers; names; addresses | Functions Greeting people; describing occupations; describing work | Grammar Wh-questions with <i>do</i> ; prepositions: <i>for, at, in, to</i> ; present tense statements Pronunciation Word stress |
| UNIT 3 | Topics Money; prices; expenses; shopping | Functions Asking about prices; selling and buying things | Grammar Possessive pronouns; demonstrative adjectives and pronouns (singular, plural); Wh-questions with <i>be</i> Pronunciation Plural <i>s</i> |
| Review of Units 1-3 | | | |
| UNIT 4 | Topics Music, movies, and TV programs; entertainers; invitations; dates and times | Functions Describing likes and dislikes; making invitations | Grammar Object pronouns; Yes. No questions with <i>do</i> ; <i>there is</i> ; prepositions: <i>at, on</i> Pronunciation Question intonation |
| UNIT 5 | Topics Families, interesting people | Functions Asking about and describing families; describing people; making small talk; ending a conversation | Grammar Wh- and Yes. No questions with <i>do</i> <i>does</i> (3rd person) Pronunciation Third-person <i>s</i> |
| UNIT 6 | Topics Leisure and recreation, sports and exercise | Functions Describing routines and activities; talking about frequency; asking about and describing exercises | Grammar Adverbs of frequency Pronunciation Reduced form of <i>do</i> |
| Review of Units 4-6 | | | |
| UNIT 7 | Topics Greetings; weekend activities; vacations | Functions Talking about past events; asking for information; narrating | Grammar Past tense; Wh- and Yes. No questions in past tense Pronunciation Past tense <i>-ed</i> |
| UNIT 8 | Topics Cities and places; neighborhoods; houses and apartments | Functions Asking about and describing locations of places; asking about and describing a neighborhood | Grammar <i>There is, there are; one, any, some</i> Pronunciation Vowel contrast <i>ey</i> and <i>ɛ</i> |

Figure 12: Interchange 1, Unit 7, Section 6, p. 44

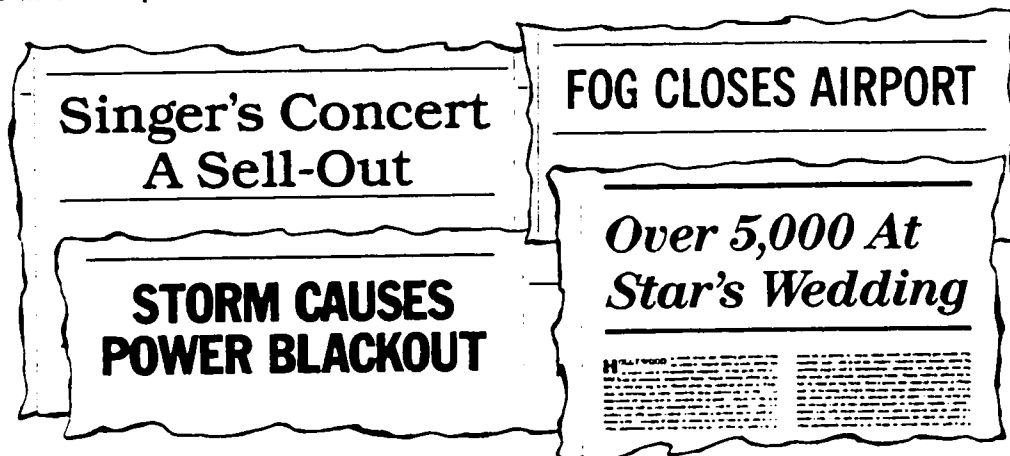
6 LISTENING

1 Three people are talking about their weekends.
Listen and match each person with the correct newspaper headline.

a) Angela

b) John

c) Gary



2 Listen again. What happened to each person?

Figure 13: Bridge To Fluency, Module 5, Language Focus 1, Questions 2-4, p. 74

2. Identify the verb in each sentence. In a chart, separate the sentences into two groups depending on the form of the verb used.

| <i>Column 1</i> | <i>Column 1</i> |
|-----------------------|------------------|
| I waited for the bus. | I woke up early. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

3. a) When did the actions in each sentence take place? How can you tell?
b) What do all the verbs Column 1 have that the verbs in Column 2 do not?
c) Which verbs are regular? Which ones are irregular?
4. From the exercise above, formulate a general statement describing regular and irregular past verbs.
5. Practise using regular and irregular verbs.
a) Look again at the pictures depicting how Patrick spent his weekend (page 72).
b) Write sentences describing Patrick's weekend activities. Classify your sentences in a chart similar to the one on page 76.

**Figure 14: Bridge To Fluency: Module 5, Language Focus 2,
Questions 3-4, p. 78**

3.
 - a) When do we begin a question with **did**?
 - b) When do we begin with **wh-**?
 - c) What happens to **did** when the past question begins with **who**?
 - d) What form of the main verb is used with **did**?
4. Work with a partner and discuss the following:
 - a) the role of **did** in past questions;
 - b) the relation of **did** and the main verb in past-tense questions
(What happens to the main verb when **did** is used? What happens to the main verb when **did** is not used?).

Figure 15: Interchange 1, Unit 2, Section 8, p. 10

8 GRAMMAR FOCUS: Wh-questions with *do*; prepositions

Where do you work? I work **for** Thomas Cook Travel.
I work **at/in** a fast food restaurant.

Where do you go to school? I go **to** UCLA.

What do you do? I am a guide. I take people on tours.
I am a student, and I work part-time, too.

1 What do these people do? Match the information. Then describe each person's job like this:

I work in a store. I'm a salesclerk. I sell clothes.



A in a store
at the Seafood Palace Restaurant
for Pan Am
in a hospital
in a factory
in an office

B

C a flight attendant
a chef
a salesclerk
a carpenter
a receptionist
a nurse

D

E make furniture
help the patients
answer the phone
cook the meals
serve passengers
sell clothes

F

Figure 16: Interchange 1, Unit 5, Section 7, p. 30

7 GRAMMAR FOCUS: Present tense - third person

What **does** she do? She **drives** a taxi.
What **does** he do? He **teaches** French.
What **do** they do? They **go** to school.

Does your brother go to school? Yes, he **does**.
Does your sister live here? No, she **doesn't**.
Do your children work in Chicago? Yes, they **do**.
No, they **don't**.

Complete these conversations. Then practice them.

- A: Tell me about your parents.
What (does/do) they do?
B: Well, my father is retired, and my
mother (manages/manage) a
boutique.
A: Oh. Do (he/she/they) live with
you?
B: No, they (doesn't/don't). They
(lives/live) in Miami.



- A: Do you have any brothers and sisters?
B: Yes, I have two sisters and one brother.
My older sister (works/work) for
United Airlines, and my younger sister
(goes/go) to UCLA.
A: Oh, really? And what (does/do)
your brother do? Does he (goes/go)
to school, too?
B: No, he (doesn't/don't). He is
married and (teaches/teach) in an
elementary school.

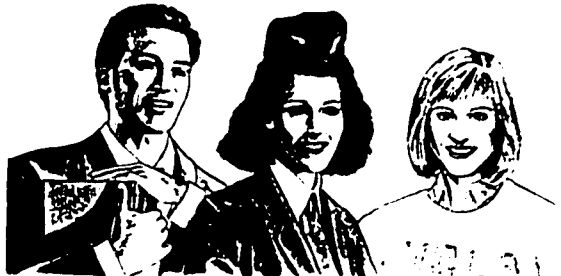


Figure 17: Interchange 1, Unit 3, Section 12, p. 19

12 READING: Shopping advertisements

SIMPSON'S

Annual Sale

This week only

**SAVE
25%**

Men's and women's clothing:
Shoes, coats and sweaters,
swimwear, jeans, shoes

Jewelry: Watches, rings,
earrings, and necklaces

**SAVE
40%**

Furniture: Leather sofas,
dining tables and chairs,
and bookcases

Luggage: Bags and briefcases

Simpson's is on the corner
of Main and East Streets.
Open from 9 A.M. to 9 P.M.

FISHER

ON
FIRST
STREET

**Come and see what we have
on sale for your office!**

30% off all office furniture
desks and bookcases

20% off office equipment
typewriters and telephones

And **10% off** office supplies
pens, paper, and calculators

Open 10 A.M. - 5 P.M. Daily

**Sharper Image is having
A BIG WEEKEND ELECTRONICS SALE!**

**Everything
50% Off!**

All stereos, TVs, radios, and
cameras. Open from 10 A.M. to
6 P.M. in Fort Street Mall.

1 You want to buy these things. Which store probably sells them?

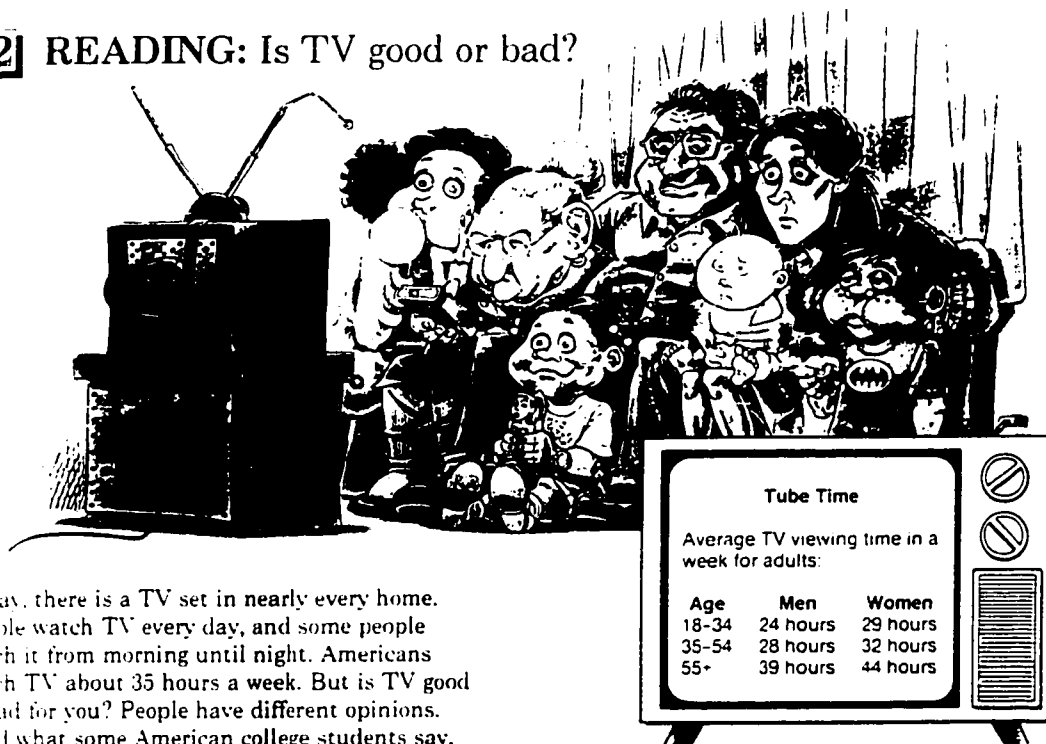
| | Simpson's | Fisher | Sharper Image |
|----------------|-----------|--------|---------------|
| a briefcase | _____ | _____ | _____ |
| pencils | _____ | _____ | _____ |
| a bracelet | _____ | _____ | _____ |
| a CD player | _____ | _____ | _____ |
| computer paper | _____ | _____ | _____ |
| headphones | _____ | _____ | _____ |

2 Are these statements true (T) or false (F)?

| | | |
|--|---|---|
| a) Simpson's is a department store. | T | F |
| b) Fisher and Sharper Image sell office equipment. | T | F |
| c) Simpson's sale is for two days only. | T | F |
| d) Desks are on sale at Fisher. | T | F |
| e) Sharper Image has photo equipment at 50% off. | T | F |

Figure 18: Interchange 1, Unit 4, Section 12, p. 28

12] READING: Is TV good or bad?



Today, there is a TV set in nearly every home. People watch TV every day, and some people watch it from morning until night. Americans watch TV about 35 hours a week. But is TV good or bad for you? People have different opinions. Read what some American college students say.

- a) People don't get any exercise. They just sit and watch TV.
- b) It brings news from around the world into people's homes.
- c) People just want entertainment today. They don't want to think.
- d) There's a lot of crime and violence on TV today. The programs are terrible!
- e) Children learn many useful things from programs like *Sesame Street*. It teaches them to read.
- f) It helps me relax after a long day.
- g) Programs on the radio are better. They make you think.
- h) It's all commercials. I hate it!
- i) People learn about life in other countries.
- j) People don't read anymore. It's easier to watch TV.

1 Do the students think TV is good or bad? Write **G** for good and **B** for bad. Then compare with a partner.

2 Do you agree with the opinions above? Write **Yes** or **No** next to each opinion.

Figure 19: Interchange 1, Unit 6, Section 12, p. 39

12 READING: Fitness

TAKING YOUR FITNESS MEASURE

Are you in good shape? How much exercise do you usually get every week?
Many daily activities help keep you fit. Find out how fit you are with this fitness check.

| | | | |
|---|--|---|---|
| <p>In a week, I usually vacuum, do laundry, cook and clean for:</p> <p><input type="checkbox"/> 1 hour 1 point</p> <p><input type="checkbox"/> 2-4 hours 3 points</p> <p><input type="checkbox"/> 3-5 hours 6 points</p> <p><input type="checkbox"/> 6-8 hours 8 points</p> | <p>In an average week, I go out dancing just for fun for:</p> <p><input type="checkbox"/> 1 hour 4 points</p> <p><input type="checkbox"/> 2 hours 6 points</p> <p><input type="checkbox"/> 3 hours 8 points</p> <p><input type="checkbox"/> 4 hours 12 points</p> | <p><input type="checkbox"/> 3 hours 15 points</p> <p><input type="checkbox"/> 4 hours 20 points</p> <p>I walk about _____ mile(s) a day to or from work:</p> <p><input type="checkbox"/> 1 mile 4 points</p> <p><input type="checkbox"/> 2 miles 8 points</p> <p><input type="checkbox"/> 3 miles 12 points</p> <p><input type="checkbox"/> 4 miles 16 points</p> <p><input type="checkbox"/> 5 miles 20 points</p> | <p>In an average week, I play squash, handball or racquetball for:</p> <p><input type="checkbox"/> 1 hour 4 points</p> <p><input type="checkbox"/> 2 hours 7 points</p> <p><input type="checkbox"/> 3 hours 10 points</p> <p><input type="checkbox"/> 4 hours 14 points</p> |
| <p>I look after children under age 8:</p> <p><input type="checkbox"/> One child 5 points</p> <p><input type="checkbox"/> Two children 7 points</p> <p><input type="checkbox"/> Three children 10 points</p> <p><input type="checkbox"/> Four children 15 points</p> | <p>In an average week, I play tennis for:</p> <p><input type="checkbox"/> 1 hour 3 points</p> <p><input type="checkbox"/> 2 hours 6 points</p> <p><input type="checkbox"/> 3 hours 8 points</p> <p><input type="checkbox"/> 4 hours 10 points</p> | <p>In an average week, I spend _____ hours walking.</p> <p><input type="checkbox"/> 1 hour 4 points</p> <p><input type="checkbox"/> 2 hours 7 points</p> <p><input type="checkbox"/> 3 hours 10 points</p> <p><input type="checkbox"/> 4 hours 14 points</p> | <p>In an average week, I bike for:</p> <p><input type="checkbox"/> 1 hour 5 points</p> <p><input type="checkbox"/> 2 hours 10 points</p> <p><input type="checkbox"/> 3 hours 15 points</p> <p><input type="checkbox"/> 4 hours 20 points</p> |
| <p>I usually spend some time in the garden each week:</p> <p><input type="checkbox"/> 1 hour 2 points</p> <p><input type="checkbox"/> 2 hours 4 points</p> <p><input type="checkbox"/> 3 hours 6 points</p> <p><input type="checkbox"/> 4 hours 8 points</p> <p><input type="checkbox"/> 5 hours 10 points</p> | <p>In an average week, I hike for:</p> <p><input type="checkbox"/> 1 hour 6 points</p> <p><input type="checkbox"/> 2 hours 9 points</p> <p><input type="checkbox"/> 3 hours 12 points</p> <p><input type="checkbox"/> 4 hours 18 points</p> | <p>In an average week, I run for:</p> <p><input type="checkbox"/> 1 hour 5 points</p> <p><input type="checkbox"/> 2 hours 10 points</p> <p><input type="checkbox"/> 3 hours 15 points</p> <p><input type="checkbox"/> 4 hours 20 points</p> | <p>In an average week, I use an exercise cycle for _____ hour(s):</p> <p><input type="checkbox"/> 1 hour 5 points</p> <p><input type="checkbox"/> 2 hours 10 points</p> <p><input type="checkbox"/> 3 hours 15 points</p> <p><input type="checkbox"/> 4 hours 20 points</p> |
| <p>My job keeps me on my feet each day for:</p> <p><input type="checkbox"/> 1 hour 2 points</p> <p><input type="checkbox"/> 2 hours 4 points</p> <p><input type="checkbox"/> 3 hours 6 points</p> <p><input type="checkbox"/> 4 hours 8 points</p> <p><input type="checkbox"/> 5 hours 12 points</p> | <p>In an average week, I swim for:</p> <p><input type="checkbox"/> 1 hour 6 points</p> <p><input type="checkbox"/> 2 hours 10 points</p> | <p>In an average week, I play softball for:</p> <p><input type="checkbox"/> 2 hours 4 points</p> <p><input type="checkbox"/> 3 hours 6 points</p> <p><input type="checkbox"/> 4 hours 8 points</p> | |
| <p>I work in a job such as carpentry, construction, farming or delivery, which involves _____ hours a week of physical labor.</p> <p><input type="checkbox"/> 5 hours 5 points</p> <p><input type="checkbox"/> 10 hours 10 points</p> <p><input type="checkbox"/> 20 hours 20 points</p> <p><input type="checkbox"/> 30 hours 30 points</p> | <p>YOUR FITNESS INDEX</p> <p>1-7 points You are in very bad shape.</p> <p>8-16 points Your fitness level is about average. But your heart needs more exercise. Think about an aerobic activity like jogging, aerobic dance, or swimming.</p> <p>17-30 points Your fitness level is above average. You are in good shape.</p> <p>31-60 points Congratulations! You are in excellent condition.</p> <p>61 points or above Take it easy. Slow down a little. You exercise too much. Be careful.</p> | | |
| <p>In an average week, I take aerobics, jazzercise or dance classes for:</p> <p><input type="checkbox"/> 1 hour 4 points</p> <p><input type="checkbox"/> 2 hours 8 points</p> <p><input type="checkbox"/> 3 hours 12 points</p> <p><input type="checkbox"/> 4 hours 16 points</p> <p><input type="checkbox"/> 5 hours 20 points</p> <p><input type="checkbox"/> 6 hours 24 points</p> | <p>In an average week, I play basketball, soccer or volleyball for:</p> <p><input type="checkbox"/> 1 hour 5 points</p> <p><input type="checkbox"/> 2 hours 7 points</p> <p><input type="checkbox"/> 3 hours 10 points</p> | | |
| | <p>In an average week, I play golf—using a cart—for:</p> <p><input type="checkbox"/> 2 hours 3 points</p> <p><input type="checkbox"/> 4 hours 6 points</p> <p><input type="checkbox"/> 6 hours 9 points</p> | | |
| | <p>In an average week, I play golf—and walk—for:</p> <p><input type="checkbox"/> 2 hours 5 points</p> <p><input type="checkbox"/> 4 hours 10 points</p> <p><input type="checkbox"/> 6 hours 15 points</p> | | |
| <p>TOTAL: _____ points</p> | | | |

Copyright, July 18, 1988, U.S. News & World Report, p. 55 USN&WR consultant: Dr. Kenneth Cooper, Institute for Aerobics Research, Dallas

Figure 20: Interchange 1, Unit 4, Section 3, p. 23

3] CONVERSATION: Likes and dislikes

Listen and practice.

Liz: Do you like jazz, Tom?
 Tom: No, I don't like it very much. Do you?
 Liz: It's OK. What kind of music do you like?
 Tom: Well, I like rock a lot.
 Liz: What's your favorite group?
 Tom: U2. How about you? Do you like them?
 Liz: No, I don't. I can't stand them!



Figure 21: Interchange 1, Unit 3, Section 8, p. 17

8] GRAMMAR FOCUS: Demonstrative adjectives and pronouns

How much is **this** bracelet?
 that ring?
 it?

It is \$75.
 (It's)

How much are **these** shoes?
 those glasses?
 they?

They are \$80.
 (They're)



Complete these conversations. Then practice them.

A: Can I help you?
 B: How much _____ jeans?
 A: _____ \$60.
 B: Sixty or sixteen?
 A: Sixty.
 B: Sixty dollars! Are you kidding?



A: Good evening.
 B: How much _____ sunglasses?
 A: _____ \$25.
 B: Oh, really?
 A: Would you like to buy them?
 B: Yes, I'll take them. _____ are very nice.

A: Good afternoon.
 B: Hi! How much _____ backpack?
 A: _____ \$35. Would you like to buy it?
 B: Well, I'll think about it.



A: Good morning. Can I help you?
 B: How much _____ bicycle?
 A: _____ is on sale. _____ only \$500.
 B: Five hundred dollars! Well, I'm just looking, thanks.

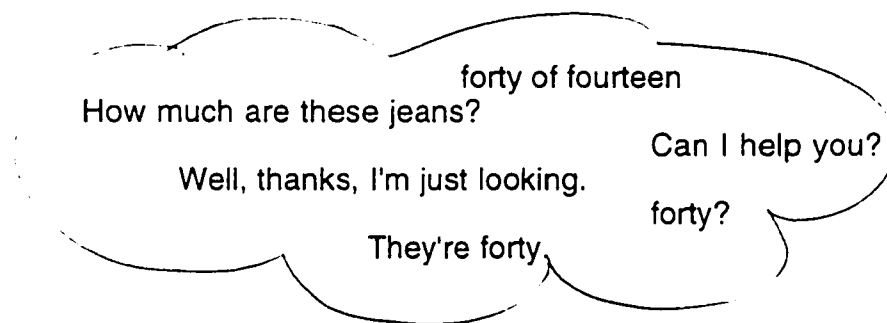
Figure 22: Redesign of Interchange 1, Unit 3, Section 8, p. 17

8 Conversation: *Prices*

Pair work. Put the sentences in the correct order.

1.

CLERK: _____
CUSTOMER: _____
CLERK: _____
CUSTOMER: _____
CLERK: _____
CUSTOMER: _____



2

CLERK: _____
CUSTOMER: _____
CLERK: _____
CUSTOMER: _____
CLERK: _____
CUSTOMER: _____

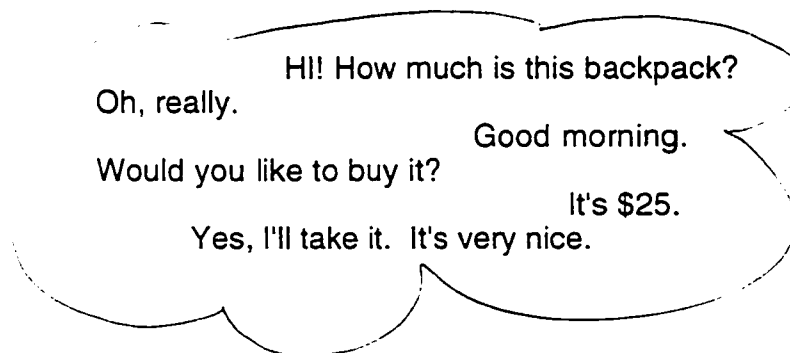


Figure 23: Fast Forward 1, Unit 1, Section D3

D3 This is Suzanne's family. Match the words with the people in her family tree.

grandmother 2

son

brother

uncle

cousin

sister

grandfather

father

cousin

uncle

aunt

mother

husband

daughter

Find the mothers-in-law

D4 Ask your partner about his/her family. Try to draw his/her family tree.

Figure 24: Interchange 1, Unit 3, Section 4, p. 15

4 WORD POWER: Possessions

1 *Pair work* Complete the chart with words from the list below.

bag
blouse
bracelet
calculator
folder
✓necklace
ring
skirt
slip
sport shirt
tie
✓trousers

| Men's clothing | Women's clothing | School supplies | Jewelry |
|-----------------|------------------|-----------------|-----------------|
| <i>trousers</i> | | | <i>necklace</i> |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2 Now add three more words to each list.

Figure 25: Atlas 2, Unit 1, Warm-up 2, p. 9

2 a *PairWork* Check [✓] the words you both know.

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> big | <input type="checkbox"/> old |
| <input type="checkbox"/> twenty | <input type="checkbox"/> tall |
| <input type="checkbox"/> elderly | <input type="checkbox"/> a beard |
| <input type="checkbox"/> eighteen | <input type="checkbox"/> dark eyes |
| <input type="checkbox"/> dark hair | <input type="checkbox"/> middle-aged |
| <input type="checkbox"/> a white beard | <input type="checkbox"/> blond hair |
| <input type="checkbox"/> short | <input type="checkbox"/> teenage |
| <input type="checkbox"/> young | <input type="checkbox"/> small |
| <input type="checkbox"/> twenty-three | <input type="checkbox"/> blue eyes |



b Find words that describe the people in the picture. Write them down.

Figure 26: Fast Forward 1, Unit 9, Section B2, p. 47

B2 In pairs, take turns to invite each other to do these things. Answer truthfully!



Figure 27: Atlas 2, Unit 2, Self-Check, p. 24

1. Write down five new words you learned in this unit.
2. Write down three new sentences or questions you learned.
3. Review the language skills you practiced in this unit.
Check [✓] your answers.
CAN YOU:
Talk about your family? ☐ yes ☐ a little ☐ not yet
Find or give an example:
Ask about other people's families? ☐ yes ☐ a little ☐ not yet
Find or give an example:
4. What areas need more practice? How can you get more practice?
Make a list.